

# ABX

**STIRLING COUNCIL CHILDREN'S SERVICES**

**A Guide to Additional Support for  
Learning in Stirling**

## A GUIDE TO ADDITIONAL SUPPORT FOR LEARNING IN STIRLING

Section 26 of the Education (Additional Support for Learning) (Scotland) Act 2004 states that an Education Authority must publish certain information, keep that information under review, revise where necessary, and publish the revised information as appropriate.

In relation to the Act, parents have specific rights. Young people aged 16 and over have the same rights as parents. If a child aged 16 or over does not have the capacity to make decisions, a parent has the right to make these for them (*parent includes anyone who has parental responsibilities under the Education (Scotland) Act 1980, or who has care of a child or maintains a child*).

The information required as stated in the Act is:

- The authority's policy in relation to additional support needs, including arrangements for support for learning and the types of support available
- The arrangements for identifying children and young people with additional support needs
- The role of parents, children and young people in any of the arrangements made by the authority in relation to provision of additional support needs including how parents or young people can make requests for assessment
- Arrangements for monitoring and reviewing the adequacy of additional support for children and young people with additional support needs, including the management of reviews
- Arrangements for independent mediation services, including details of the services and how to access them
- Officers from whom parents or young people can obtain further information and advice
- Arrangements for resolving disagreements between the authority and parents
- Information about any NHS Board and other agencies that can provide further support information and advice.

## INTRODUCTION

“Our aspiration for all children and young people in Scotland is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society and at work. They are our future and we all have responsibilities to ensure that they are safe, nurtured, healthy, achieving active, respected and responsible, **and included**”.

*Supporting Children’s Learning, code of practice 2005 - Ministerial foreword*

### **What does being “included” look like – how do we know we are doing it?**

“An inclusive approach to education involves:

- Creating an ethos of achievement for all pupils within a climate of high expectation
- Valuing a broad range of talents, abilities and achievements
- Promoting success and self-esteem by taking action to remove barriers to learning
- Countering conscious and unconscious discrimination that may prevent individuals, or pupils from any particular groups, from thriving in the school
- Actively promoting understanding and a positive appreciation of the diversity of individuals and groups within society”.

*Count Us In - Achieving Inclusion in Scottish Schools - a report by HMIE 2002*

Implementing this view of inclusion is not an easy matter. It requires us to plan in order to address a very wide range of needs within establishments and across the authority as a whole. Challenges may be presented by the need to address the needs of pupils who have a specific learning difficulty or those who have missed a period of learning due to family circumstances or a child or young person who is on the Autism spectrum.

All staff try to ensure that the conditions are right for children and young people to achieve their best. Improving the capacity of all establishments so that they can provide effectively for a wider range of needs is a key part of the implementation strategy. Maintaining and improving a range of more specialist provision and support that is part of an inclusive system is also an essential element in the overall approach.

Children and young people’s needs cannot be met by agencies working in isolation. Social work and health have critical contributions to make and Stirling’s approach to inclusion is to improve partnership working and unify support for our children and young people.

The Education (Additional Support for Learning) (Scotland) Act 2004 which became law in November 2005, introduced a new framework for supporting all children and young people who require additional help with their learning. Stirling Council<sup>\*1</sup> along with appropriate agencies has a duty to carry out certain functions under this act. In the process there has been the opportunity to review:

- Personnel deployment - including services provided by other agencies
- Provision of resources
- Particular approaches to teaching
- Existing systems and protocols for identifying and meeting additional support needs.

<sup>\*1</sup> *Stirling Council’s CHILDREN’S SERVICES combines early years, education and social work services.*

In addition there are aspects related to the above that are being revisited so that we are all clear about how to *proceed* in order to assume the duties required of us by law in relation to meeting the needs of children and young people.

The following papers set out the procedures that enable us to identify those children and young people who have short term or long-term additional support needs. The procedures and their outcomes also guide how we go about meeting these assessed needs.

In implementing these procedures we must ensure that we take account of values and principles which involve:

- taking a holistic view of children and young people and their circumstances, and what they need to grow and develop to achieve their potential
- seeking, taking account of and noting, the views of children, parents and young people
- ensuring that parents, and young people, understand, and are asked to agree to, the aims of any assessment
- ensuring that assessment is an ongoing, integrated process of planning, providing for, and reviewing, services for the individual
- adopting the least intrusive and most effective course of action affecting the lives of children, young people and families
- taking into account issues of diversity and equality and ensuring that outcomes do not discriminate against children, young people and their families. This includes not discriminating on the grounds of race, disability, gender, sexual orientation, language, religion or belief, and age
- working in partnership with parents to secure education for their children and to promote their child's health, development and welfare.

*Supporting Children's Learning, Code of Practice, 2005, p21*

Finally, Stirling Council is using the opportunity offered by the ASL Act to:

- further clarify the pathways we take to promote inclusion and
- enhance the partnerships that are essential to ensure that every child and young person achieves in the **broadest** sense of the word.

## **WHAT ARE ADDITIONAL SUPPORT NEEDS?**

The Education (Additional Support for Learning) (Scotland) Act 2004 says that a child or young person has an additional support need if they are unable to benefit from their education without help beyond what is normally given to classmates.

Many circumstances can have an adverse effect on a child/young person's learning. These are sometimes referred to as "barriers to learning".

The Act lists four inter-related factors which may individually or collectively impact on a child or young person's ability to learn:

- the learning environment
- family circumstances
- disability or health
- social or emotional factors

## **HOW ARE ADDITIONAL SUPPORT NEEDS IDENTIFIED AND MET?**

Every establishment has a support co-ordinator who will be the initial point of contact regarding additional support for learning.

In Stirling, a process called STAGED INTERVENTION has been developed to enable children and young people to have their needs identified and met. It is a process used in all establishments, Nursery, Primary and Secondary and has been well established since 1997. The process has been designed to develop strong partnerships between children/young people, their parents/carers, establishments and other services and agencies. **At all stages, the views of children/young people and their parents/carers will be taken into account.**

Specialist arrangements have been put in place to support parents and young people to do this and to help resolve disagreements should any arise.

Children and young people will be placed on Staged Intervention depending on how their needs impact on their learning. It is designed to be very flexible and to enable movement between the stages depending on progress made.

Anyone can raise concerns and can ask for the Staged Intervention process to start. Assessment is a normal part of the Staged Intervention process. Where parents request a specific assessment as allowed for in the Act the authority will respond accordingly.

### **There are 4 Stages of Staged Intervention**

#### **Stage 1**

Assessment, intervention and monitoring take place as a natural part of good learning and teaching in the nursery or at school. The Early Childhood Educator or Teacher may make adaptations where necessary e.g. further differentiation may be put in place, alternative management strategies might be applied or alterations may be made to the room layout etc. If the intervention is successful, the child or young person would come off the Stage 1 monitoring list. Further interventions could be put in place if the additional support needs continued to be unresolved, or a move to Stage 2 would be discussed.

#### **Stage 2**

The impact on learning will now require an action plan to be drawn up. This would happen at a Stage 2 meeting and may involve more than nursery or school staff. The action plan may detail short-term interventions by other staff/agencies e.g. Family Support Workers, Inclusion Support Workers, Support for Learning staff as appropriate. The action plan would normally be evaluated on an annual basis and decisions made on the basis of the progress made by the child or young person. Where some aspect requires a high degree of individualisation then a move to Stage 3 and an IEP (Individualised Educational Programme) would be discussed.

#### **Stage 3**

The impact on learning would now require an IEP to detail the individualised targets. The long-term targets would be set annually and the short-term targets reviewed each term. Flexible arrangements may need to be made to the curriculum, the timetable and in some cases, a number of specialists could be involved in setting and supporting targets. At the annual review, joint decisions would be made as to appropriate next steps based on the progress made towards addressing the additional support needs. This could include – a move to Stage 2, remain at Stage 3 or a request to move to Stage 4.

## **Stage 4**

A small number of children and young people's additional support needs have a significant impact on their learning requiring a significant level of individualisation or adaptation or enhancement to the curriculum or environment. All children/young people at Stage 4 will have an IEP and will have significant support from specialist/outreach staff to support their placement. Most children will be in a mainstream establishment but others may have their needs met in a specialist environment either full or part-time. Some of the children and young people at Stage 4 will meet the criteria for a co-ordinated support plan (csp). These will be children and young people who have enduring complex or multiple needs which require significant support that requires a high level of co-ordination from education and other appropriate agencies.

## **Early Years Assessment Team**

Children's Services have a duty to support children under three years of age who have a disability. The Early Years Assessment Team comprises staff from Education, Health and Social Work who jointly assess young children. When the assessment is complete, the children and their families are supported by each service as appropriate in their homes or nursery. If a child has not yet started nursery, a parent can ask their G.P., Health Visitor or any other health person such as a Consultant, Physiotherapist or Speech and Language Therapist who works with a child to refer them to the team. Children already at nursery may also be assessed by the Early Years Assessment Team. Referrals can be made by nursery staff or by parents directly.

## **Children's Services Psychological Service**

The Psychological Service is part of Children's Services. Every establishment has access to a named psychologist for advice and support. Educational Psychologists have specialist skills and knowledge in child development and assessment. They offer advice to parents and establishments and work closely with other professionals in education, social work and health.

Contact with the service usually happens through the Staged Intervention process although parents can make direct contact for a consultation.

*For further information, contact 01786 442530.*

## **HOW IS SUPPORT FOR LEARNING ORGANISED IN STIRLING?**

All children and young people need support to help them learn. The main sources of support in pre-school provision and schools are the staff who, through their normal practice, are able to meet a diverse range of needs. With good quality teaching and learning and an appropriate curriculum most children and young people are able to benefit appropriately from education without the need for additional support.

Some children or young people will require additional support, for example:

- Support for Learning Assistant (SLA) supporting a child with a mobility difficulty
- Tutorial support from a Support for Learning Teacher to help with a reading difficulty
- A particular approach to learning and teaching used with children and young people with autism spectrum disorders
- A Support for Learning Assistant working with a child or young person to implement a communication programme drawn up by a Speech and Language Therapist
- Material being produced for a young person in braille

- Planned outdoor activities to build self esteem
- Supported work experience or college placement
- A Soundfield System put into a classroom to support a child with a hearing loss
- Family support workers supporting specific needs at home e.g. Homestart
- An Inclusion teacher devising an elaborated curriculum for a child working at pre-level A
- Support where English is an additional language
- Bereavement counselling
- A Circle of Friends created to support inclusion
- Participating in a life-skills course.

Interventions are specific to the needs of the child or young person and take account of their particular needs and circumstances. These would be identified through the Staged Intervention process.

All Stirling Council establishments have access to a range of staff who support children/young people with additional support needs. Some are located in establishments and others are peripatetic. These peripatetic staff provided outreach support across a range of schools.

The support for learning area network team (SLANT) provides additional support to primary and early years establishments. The allocation to individual establishments is based on the Staged Intervention audit. Every secondary school has a support team which is responsible for developing support systems for young people. Support for Learning Assistants are also allocated to establishments based on the Staged Intervention audit.

## **SPECIALIST PROVISION**

Stirling has a range of specialist support and provision to meet the diverse needs of children and young people. In some cases this will involve outreach support from specialist facilities.

- **Early Years Inclusion Team** comprises of:
  - Teachers
  - Early childhood educators
  - Support for learning assistants
  - Occupational therapist
  - Speech and language therapist
  - Educational psychologist.

The team provides support aimed at enabling the child to develop. Support may be put in place:

- At home
- In the nursery
- In specialist small group setting.

*For further information about the Early Years Inclusion Team, contact 01786 442530.*

- **Primary Pupil Support Service**

This service aims to support young people who experience social, emotional and behavioural difficulties in the early years and primary. The service works closely with families and other agencies to provide support.

*For further information about the service, contact 01786 463248.*

- Secondary Student Support Service**  
 This service aims to support young people who experience social, emotional and behavioural difficulties in the secondary sector. The service works closely with families and other services to provide support.  
*For further information about the service, contact 01786 464641.*
- Extended Learning Support Facilities**  
 There are extended learning support facilities at Callander Primary School, Fallin Primary School and Riverside Primary School. These facilities are for children who require significant support for their learning. This can be provided within a class setting or in the teaching base.  
*Further information is available from the Headteachers at Callander Primary School on 01877 331576, Fallin Primary School on 01786 812063 and Riverside Primary School on 01786 474128.*
- Autism Facilities**  
 Riverside Primary School, Dunblane Primary School and St. Modan's High School have additional facilities for children with autism. Support can be provided within a class setting or in the teaching base.  
*For further information, contact Riverside Language and Communication Facility on 01786 479834, Dunblane Primary School on 01786 822351 or St. Modan's High School on 01786 470962.*
- Enhanced Support for Learning**  
 Currently Stirling High School, McLaren High School and Wallace High School have provision for young people of secondary school age who require additional support to access the curriculum.  
*For further information, contact Stirling High School on 01786 472451, McLaren High School on 01877 330156 and Wallace High School on 01786 462160.*
- Special Schools**  
 Whins of Milton School is for children of primary age with a range of additional support needs who require a significant level of individual support.  
*For further information, contact 01786 812667.*
- Kildean School is for children and young people from 3 - 18 who have a range of complex additional support needs which require a significant level of co-ordination.  
*For further information, contact 01786 473985.*
- Specialist Placements Outwith Stirling Council**  
 Where the needs of some children/young people cannot be met within the range of provision established within Stirling Council, it may be necessary for those children/young people to attend a school outwith Stirling Council.

## **SOCIAL WORK SERVICES**

Social Work (Children and Families) service is part of Children's Services. Where services are needed, social work aim to support children and young people within their own families and communities as far as possible.

Services which may be available:

- Emotional support
- Advice on benefit entitlements
- Community based respite

- Assistance in the home
- Short breaks
- Access to play and leisure
- Assessment (under section 23 of the Children (Scotland) Act 1995).

Stirling Council has a specialist children and disability team that covers the whole council area. Initial contact should first of all be made with the Duty Team based at Drummond House, Wellgreen Place, Stirling – telephone 01786 471177. Enquiries for other Social Work services provided for children and their families should also be made to this address.

*In case of emergency, a Duty Team is available after office hours, at weekends and during public holidays – telephone 01786 470500.*

## **WORKING WITH CHILDREN AND FAMILIES**

Stirling is committed to working in partnership with parents. It recognises that good communication between parents and educational establishments (schools and nurseries) is central to ensuring that children and young people with additional support needs benefit fully from their education. It recognises the **role of parents** to be fully involved in discussions about a child's additional support needs. Where necessary, parents should be given support by their school or nursery to take part in meetings and be included fully in decisions that affect their child. Establishments and parents may not always agree on what is in the best interest of the child, but by developing good relationships, and through good communication, it is expected that most problems and disagreements will be solved at school/nursery level.

Many children with additional support needs will already be part of Stirling's Staged Intervention procedures. Some parents should be fully involved in this process. However, parents may have concerns about their child which have not yet been addressed through the Staged Intervention process. They should raise these concerns with their school or nursery staff.

For children who are under the age of three, who are not yet in Stirling Council nursery placements, information may be sought through health visitors and GP practices. In addition, parents can seek advice and information from Children's Services. The initial point of contact should be Margaret Learmonth, on 01786 442658, email [learmonthm@stirling.gov.uk](mailto:learmonthm@stirling.gov.uk).

## **New Rights**

The Act gives new specific rights to parents and young people aged 16 or over. Please note that although the Act refers to the "authority" it makes sense for parents to talk to the people who know their child best. In most cases this would be the nursery or school their child attends.

These are as follows:

The right to:

- Ask the authority to find out whether their child has additional support needs.
- Request a specific type of assessment and/or examination for their child when the authority is proposing to formally identify through the staged intervention process, whether they have additional support needs
- Receive information or advice about their child's additional support needs
- Be involved in planning to meet their child's educational objectives

- Ask the authority to find out whether their child requires a **co-ordinated support plan**, and/or to review an existing plan
- Request a specific type of assessment and/or examination to find out whether they require a **co-ordinated support plan**
- Be asked their views and have them taken into account and noted in the **co-ordinated support plan**
- Receive a copy of the child's **co-ordinated support plan**
- Have the case heard by an **Additional Support Needs Tribunal** if involved in a dispute relating to a co-ordinated support plan
- Make a **placing request** to a special school if their child has additional support needs
- Parents can appeal against the education authority's decision to refuse the **placing request**. The appeal would go to an education appeal committee if the child has additional support needs, and an Additional Support Needs Tribunal if they have a co-ordinated support plan
- Have their views considered and be involved in decision making
- Have a **supporter or advocate** present at any discussions or meetings with the authority when the child's additional support needs are being discussed.
- Have free **independent mediation services** which can be used at any time to address any issue or misunderstanding about the child's additional support needs
- Make a reference to the **Additional Support Needs Tribunal** for decisions about a csp or placing request (as above)
- Have a supporter or advocate present at a Tribunal Hearing.

## Getting Some Help

Although it is recognised that the best way for children's needs to be addressed is for families and schools to work together, there may be times when parents feel the need for some outside help. The Act allows for specific ways for parents and young people to do this.

### Advocacy

Parents and young people can use an independent advocate to help them prepare for and attend meetings. In Stirling there is a pilot run by Children in Scotland - Advocacy ASL, where parents and young people can get free and independent information and support. Advocates can be used as a support for parents to help them speak up for themselves and understand their rights.

### Mediation

Stirling has contracted FIRST MEDIATION to provide a free, independent service for parents and young people. Mediation is a way of resolving disagreements or misunderstandings early on to prevent them escalating. The aim is that parties involved will come to an agreement on how to resolve the problem themselves. Requests for mediation can be made to the child's nursery, school or direct to Children's Services.

### Independent Adjudication

This is a more formal route which has been provided for under the Act. It involves a formal review of the case by someone who is independent of Stirling Council. The adjudicator will reach a decision and make recommendations to everyone involved.

Although there is no legal obligation for the recommendations to be acted upon, both parties are expected to accept the outcome. A request can be made for Independent Adjudication if there is disagreement about:

- The assessment of Additional Support Needs
- The level of support a child is receiving or,
- The parent believes the Authority is failing to deliver the support set out in a csp.

Requests for Independent Adjudication can be made to the child's nursery, school or Children's Services.

### **Additional Support Needs Tribunals**

These have been set up to allow parents and young people to challenge decisions about a csp. The tribunals have their own advice available by contacting [inquiries@asntscotland.gov.uk](mailto:inquiries@asntscotland.gov.uk), tel no 0845 120 2906. The child's nursery or school will have information regarding this service.

Reference to a tribunal can be made if parents are unhappy about:

- A decision to prepare a csp
- A decision not to prepare a csp
- A decision to continue a csp following a review
- A decision to discontinue a csp following a review
- The length of time it is taking to decide whether the child needs a plan, prepare the plan or review the plan
- A decision to refuse a parent's request to find out if a plan is needed, or should be reviewed
- The information in the child's plan
- A decision to refuse a placing request where a plan exists, or is required but not yet prepared or an appeal against a refusal of a placing request has not yet been considered.

### **Further information from Stirling**

Authorities must have a nominated point of contact for parents and young people to get information and advice. In Stirling, Margaret Learmonth is the initial point of contact on 01786 442658.

If parents have access to the internet they can get much more information by visiting [www.stirling.gov.uk/asl](http://www.stirling.gov.uk/asl) and find links to other sources of information.

### **Next Steps.....**

The Education (Additional Support for Learning) (Scotland) Act 2004 became law in November 2005.

Between then and 14<sup>th</sup> February 2006 much work has been done to implement the Act and to make sure that Stirling Council provides essential information for parents and families.

Things have changed and this Act is leading us to review our working practices relating to :

- Partnership
- Communication
- Procedures

Stirling Council Children's Services will continue the process of reviewing and evaluating the current procedures and practices.

Further information will be made available as appropriate.

## **OTHER AGENCIES AND SERVICES WHICH CAN PROVIDE INFORMATION AND SUPPORT:**

### **Forth Valley Health Board**

For information about the role of Allied Health professionals in supporting children and young people with additional support needs parents should contact Ken Mitchell  
[kenneth.mitchell@fvhb.scot.nhs.uk](mailto:kenneth.mitchell@fvhb.scot.nhs.uk)

### **Local Support Groups**

#### **Home Start**

Stirling Office 1  
6 Munro Road  
Springkerse Industrial Estate  
Stirling FK7 7UU  
**Tel:** 01786 445314  
**Fax:** 01786 450554  
**Email:** [brenda@homestartstirling.co.uk](mailto:brenda@homestartstirling.co.uk)  
**Website:** <http://www.home-start.stirling.care4free.net>

#### **Victim Support**

38 Forth Crescent  
Riverside  
Stirling  
FK8 1LG  
**Tel:** 01786 445 782  
**Fax:** 01786 447 518  
**Email:** [victimsupport.stirling@virgin.net](mailto:victimsupport.stirling@virgin.net)  
**Website:** [www.victimsupportstirling.org.uk](http://www.victimsupportstirling.org.uk)

#### **Forth Valley Substance Action Team**

C/O Forth Valley NHS Board,  
33 Spittal Street  
Stirling  
FK8 1DX  
**Tel:** 01786 457275

#### **Homeless Persons Section**

Springkerse House  
Springkerse Road  
Stirling  
FK7 7TE  
**Tel:** 01786 432400

#### **Stirling Family Support Service**

36 St John Street  
Stirling  
FK8 1EA  
**Email:** [admin@stirlingfamilysupport.org.uk](mailto:admin@stirlingfamilysupport.org.uk)

#### **The Bridge and Youth Housing Support Service**

**Tel:** 01786 448633  
**Fax:** 01786 448170  
**Email:** [quarriers@stirling.gov.uk](mailto:quarriers@stirling.gov.uk)

#### **Open Secret**

76 Port Street  
Stirling  
FK8 2LP  
**Email:** [opensecretstirling@tiscali.co.uk](mailto:opensecretstirling@tiscali.co.uk)

#### **Samaritans**

19 Orchard Street  
Falkirk  
FK1 1RF  
**Tel:** 01324 622066

**Princess Royal Trust for Carers**  
Campbell House  
215 West Campbell Street  
Glasgow  
G2 4TT  
**Email:** [infoscotland@carers.org](mailto:infoscotland@carers.org)  
**Website:** [www.carers.org](http://www.carers.org)

**Central Scotland Rape Crisis & Sexual Abuse Centre**  
1 Glebe Avenue  
Stirling FK8 2HZ  
**Tel:** 01786 446887  
**Fax:** 01786 446467  
**Email:** [csrcc@ic24.net](mailto:csrcc@ic24.net)  
**Website:** [www.rapecrisiscentralscotland.co.uk](http://www.rapecrisiscentralscotland.co.uk)

**Signpost Forth Valley**  
Rooms 56/57,  
Alloa Business Centre  
Whins Road  
Alloa  
FK10 3SA  
**Tel:** 01259 726602  
**Fax:** 01259 726605

**Who Cares?**  
National Office  
5 Oswald Street  
Glasgow  
G1 4QR  
**Tel:** 0141 226 4441  
**Fax:** 0141226 4445  
**Email:** [enquiries@whocaresscotland.org](mailto:enquiries@whocaresscotland.org)

**Citizen's Advice Bureau (CAB)**  
Cameronian Street  
Norman McEwan Centre  
Stirling  
**Tel:** 01786 470239  
**Website:** [www.cas.org.uk](http://www.cas.org.uk)

**Stirling Women's Aid**  
57 Barton Street  
Stirling  
FK8 1HH  
**Tel:** 01786 470897  
**Fax:** 01786 472674

**Family Mediation Central**  
12 Melville Terrace  
Stirling  
FK8 2NE  
**Tel:** 01786 472984  
**Email:** [familymediationcentral@scotlandfreeserve.co.uk](mailto:familymediationcentral@scotlandfreeserve.co.uk)

**Couple Counselling Central**  
9 Callendar Road,  
Falkirk  
FK1 1XS  
**Tel:** 01324 670067

**GAP – Group for Adopted People**  
Jan Morris  
**Tel:** 01786 850733

إذا تلاقى صعوبة بفهم اللغة الإنكليزية وتود الترجمة، رجاء اتصل بالمجلس البلدي على الرقم 0845 277 7000 حيث يمكن أن نرتب هذا لك.

如果你看不懂英文，而又希望取得中文翻譯版本的話，請致電 0845 277 7000 與地方議會聯絡，我們便會為你作出有關安排。

ਜੇ ਤੁਹਾਨੂੰ ਅੰਗ੍ਰੇਜ਼ੀ ਸਮਝਣ ਵਿੱਚ ਮੁਸ਼ਕਲ ਹੈ ਅਤੇ ਇਸਦਾ ਅਨੁਵਾਦ ਚਾਹੁੰਦੇ ਹੋ ਤਾਂ ਕ੍ਰਿਪਾ ਕਰਕੇ ਕੌਂਸਲ ਨਾਲ 0845 277 7000 ਨੰਬਰ ਤੇ ਸੰਪਰਕ ਕਰੋ ਅਤੇ ਅਸੀਂ ਤੁਹਾਡੇ ਲਈ ਇਸਦਾ ਪ੍ਰਬੰਧ ਕਰ ਸਕਦੇ ਹਾਂ।

انگریزی زبان سمجھنے میں اگر آپ کو مشکل پیش آتی ہے اور اگر آپ کو ترجمہ شدہ دستاویز کی ضرورت ہو تو برائے مہربانی کانسٹنٹ سے فون نمبر 0845 277-7000 پر رابطہ کیجئے۔ آپ کے لیے اردو میں ترجمے کے انتظام کیا جائے گا۔