

Overview of Roles & Responsibilities for Referring Schools



About i-Sgoil

i-Sgoil is a funded provision that supports learners across Scotland who have been unable to engage with their local school for an extended period. It helps young people re-engage with learning from their 'safe space' while reducing anxiety and sensory triggers.

Learners remain on the roll of their local school, as i-Sgoil operates as an educational provision rather than a school. Referring schools retain all statutory responsibilities.

i-Sgoil supports P2–S6 learners in a live, interactive learning community and offers a broad curricular range, with S4–S6 learners able to gain Senior Phase qualifications. Success in i-Sgoil can take many forms, including return to the referring school.

The i-Sgoil programme embodies the values of equity, opportunity, innovation and inclusion. Partnership with referring schools helps Scotland's interrupted learners re-engage with learning in an innovative, inclusive and equitable way. Clear roles and responsibilities are essential for effective partnership.



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*I struggled in secondary school for three years due to my mental health. I joined i-Sgoil six months ago now and I am finally **hopeful and excited about my future again**, thanks to i-Sgoil and my amazing teachers.*

Learner

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Child Protection

The referring school retains statutory responsibility for each learner enrolled with i-Sgoil. i-Sgoil enables learners to engage in remote, online learning from home with cameras and microphones switched off. As the i-Sgoil teacher cannot carry out a visual welfare check as in a standard school setting, referring schools should carry out periodic visual welfare checks on all learners.

If a Child Protection concern is raised, i-Sgoil will swiftly pass it on to the referring school or appropriate agency so the matter can be dealt with in line with local policy and/or statutory responsibilities.

i-Sgoil	Referring School
- Record school Child Protection Coordinator details within i-Sgoil MIS - Share confidential pupil information with teaching staff, as required - In the event of a Child Protection concern being raised: - i-Sgoil Child Protection Coordinator will process the facts and immediately contact the referring school Child Protection Coordinator and/or other agency as per e-Sgoil Child Protection Policy. - i-Sgoil will record a record of the incident and action taken using the i-Sgoil Significant Event Pastoral form	- Share a copy of the school's Child Protection policy and details of school Child Protection Coordinator with i-Sgoil - Share any potential risk factors or confidential information with i-Sgoil as part of the referral process and as required thereafter - Conduct periodic, visual welfare checks on the learner - Process any CP concerns from i-Sgoil, in line with local policy



Child Plan/CSP/Multi-Agency Meetings

Success at i-Sgoil depends on all key stakeholders working in partnership.

Review meetings provide an opportunity to share information, set targets and review progress, and i-Sgoil will contribute as appropriate.

i-Sgoil	Referring School
• i-Sgoil PT Guidance to provide an update on learner attendance, engagement and progress to be shared at meeting • i-Sgoil PT Guidance to attend meetings where possible or appropriate • Share agreed targets received from referring school with teaching staff	• Invite i-Sgoil PT Guidance to contribute to and/or attend meetings • Share minutes and agreed targets with i-Sgoil PT Guidance
• Consider the suitability of a part-time/full-time return to school and the support required to facilitate this	



*i-Sgoil has been **invaluable to our learners**. Pupils from the BGE and the Senior Phase who are unable to access education in its traditional sense have benefit greatly from this service. It has not only allowed them to access their learning without feeling overwhelmed but has allowed them to **develop their confidence** in their own abilities and enabled them to achieve what they otherwise wouldn't have been able to when not attending school. An example being National 5 English. The service provided has also **taken the pressure off parents** who perhaps have struggled with encouraging their young person to attend school in the physical sense.*



Tracking & Monitoring (inc. Attendance)

Regular tracking and monitoring allows data to be shared and suitable interventions to be put in place. Success and progress for an i-Sgoil learner are unique and personal, so the criteria and nature of interventions will not necessarily be the same for each learner.

i-Sgoil	Referring School
• Enable MCAS access for all referring school key contacts • Share weekly attendance overview with home and school key contacts • Produce and share bi-annual progress reports • Conduct termly engagement tracking exercise and agree interventions e.g. letter home, notify school key contacts • Conduct monthly attendance meetings to identify learners with low attendance and agree interventions e.g. letter home, notify school key contacts • Review learners with significant non-engagement in line with i-Sgoil protocol	• Access live attendance data through MCAS as required • Record and code attendance within SEEMiS in accordance with local authority guidance • Action attendance/engagement concerns raised by i-Sgoil • Review progress and engagement and monitor the suitability of i-Sgoil as an intervention



*It's been like a starter to help me **get back on my feet**. I feel better. I can see a future again.*

Learner 



Provision of ICT Kit & Managing Glow Access

All i-Sgoil learners require a suitable device to access online lessons. It is the referring school's responsibility to ensure this is in place before a learner can be onboarded. Schools are expected to support learners with Glow access, and i-Sgoil cannot manage Glow accounts. Schools should proactively ensure Glow accounts remain active and accessible throughout a learner's time at i-Sgoil.

i-Sgoil	Referring School
• Monitor online conduct within Glow and share any concerns with referring schools for follow up action • Restrict individual access to features in MS Teams where necessary	• Provide learners with appropriate ICT kit to enable them to fully participate in online lessons • Manage access to Glow schools' intranet

Curriculum

The i-Sgoil curricular offer is restricted by delivery mode and available resources. i-Sgoil is primarily an intervention to support learner re-engagement and may not provide a full curricular offer. Referring schools should note what i-Sgoil cannot provide and address this through other means to ensure a learner's rights and entitlements are fully met.

i-Sgoil	Referring School
• Share timetables and details of course choices with referring schools • Provide high-quality, online lessons to learners	• Agree to a learner's i-Sgoil timetable. • Take note of curricular gaps in the i-Sgoil offer and plan for how this can be addressed locally either by the school or other agency support



P7/S1 Transition

i-Sgoil must be made aware in advance of expected arrangements for S1 so they can plan appropriate provision. The P7/S1 transition point is a key stage where many i-Sgoil learners successfully re-engage with school. If it is deemed appropriate to attempt physical attendance at their local secondary school, their i-Sgoil place will not be automatically rescinded.

i-Sgoil	Referring School
• Prepare P7 learners for transition, including suitable activities • Ensure that new secondary key contact details are recorded	• Referring primary school to liaise with local secondary school to ascertain whether or not the learner is to continue with i-Sgoil (either full-time or part-time) into S1 • Referring primary school to provide secondary key contact details • Include i-Sgoil P7 learners in local induction activities, as appropriate



*Getting our son a place on i-Sgoil was an **absolute lifeline** for us all. He hadn't been in school or able to learn for months and he was really struggling with burnout and his mental health. Since settling into i-Sgoil he has been able to access and engage in his education again, have structure to his day, feel able to be himself and really importantly feel part of the class and community of i-Sgoil and **less isolated**.*

He enjoys his day, teachers and class and is able to do it all independently of us.

Parent



Return to referring school

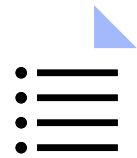
Success in i-Sgoil can take many forms and does not always result in a return to the referring school. However, consider the possibility of a part-time or full-time return at Child Plan/CSP/Multi-Agency meetings. i-Sgoil can support a blended approach as a learner re-engages with the referring school.

i-Sgoil	Referring School
• Facilitate part-time timetable, where appropriate • Place the learner on 'on hold' status and retain their i-Sgoil placement for the agreed period • Share appropriate documentation, including evidence of learning • Record learner as having returned to school	• Notify i-Sgoil of intention for part-time/full-time return to school • Confirm date of return to school • Inform Team Around the Child of withdrawal from i-Sgoil
• Agree and document a phased return plan where appropriate • Review the impact of the return arrangement at agreed intervals	



*i-Sgoil has been **truly transformational** for one of my learners. After a period of interrupted learning, they were able to re-engage with a broad range of subjects online, connect with peers facing similar challenges, and rebuild their confidence in a supportive environment. This experience not only prepared them for their National examinations but also **empowered them to return** to mainstream education as a more confident, happier, and capable learner.*

PT Pupil Support 



Senior Phase Qualifications

Referring schools are the presenting centre for all auto-approved Qualifications Scotland courses and are expected to administer all Senior Phase unit assessments, prelims and exams. We value the opportunity to partner with schools to ensure all learners have every opportunity to experience success.

i-Sgoil	Referring School
• Enter Qualifications Scotland data, including estimate grades and unit passes (for all courses not auto- approved) • Share Qualifications Scotland course and unit code information with schools • Share estimate grades and unit pass data with schools • Advise schools of any requests for Reasonable Adjustment of Last Resort • Quality assurance and moderation • Provide prelims where appropriate • Mark unit and prelim assessments • Share tracking and monitoring data with schools, parents, and carers • Maintain ongoing dialogue with learners to ensure sustained engagement with learning	• Enter candidates for Qualifications Scotland courses via SEEMIS (for all auto-approved courses) • Enter Qualifications Scotland data, including estimated grades and unit passes (for all auto-approved courses) • Share Qualifications Scotland Alternative Assessment Arrangements with i-Sgoil • Request Reasonable Adjustment of Last Resort if necessary • Validate received coursework • Maintain ongoing dialogue with learners to ensure sustained engagement with learning • Facilitate and invigilate unit assessments, prelims, and final exams • Share completed assessment scripts with i-Sgoil for marking • Collate and package coursework for Qualifications Scotland uplift • Share learner Qualifications Scotland results with i-Sgoil once received



Post-16 Learner Leaving Education

The i-Sgoil partnership with schools aims to see each post-16 school leaver progress to a sustained, positive destination. To prepare learners and support informed choices, all i-Sgoil S4–6 learners attend a timetabled weekly session led by a Skills Development Scotland (SDS) Advisor. In addition to the SDS timetabled session, the central SDS team provides off-timetable support, information, and advice for all learners. Support includes career guidance, post-school options, and help for parents/carers. When learners leave, SDS supports transition and, if needed, coordinates a handover to the local post-school service. SDS support through i-Sgoil complements, and does not replace, what is being offered locally. i-Sgoil and SDS have entered into a Data Sharing Agreement to support the long-term tracking of i-Sgoil post-16 leavers.

i-Sgoil	Referring School
• Facilitate timetabled, weekly session for S4-6 focussed on careers education • Arrange after school sessions for parents/carers outlining SDS support available • Track and monitor i-Sgoil leaver destinations via SDS	• Inform i-Sgoil and SDS early of learner departure plans, expected leaving date, and intended destination if known • Coordinate local agency post-16 support
SDS	
• Deliver timetabled weekly session for S4-6 focussed on careers education • Offer bespoke support to learners and parents/carers via isgoil@sds.co.uk • Maintain support to learners out with Glow environment • Provide targeted transition support to school leavers and, if helpful, facilitate a gradual handover to the local SDS adviser. The i-Sgoil SDS team may remain involved during this transition based on the learner's needs and readiness.	



Success within i-Sgoil depends on effective partnership working between learners, parents/carers, referring schools, i-Sgoil staff and partner agencies. By fulfilling the responsibilities outlined in this document, we can ensure that learners are fully supported towards a positive outcome.

Links

- [i-Sgoil Curriculum Rationale](#)
- [i-Sgoil FAQs](#)