DIVERSE MINDS
LEARNING & LEISURE CIC



FOR PARENTS & CARERS IN SCOTLAND

School meeting planner

Make space for your child's experience and leave with a clear next step

If you have explained the same concern more than once, another meeting can feel exhausting. Use these pages to keep the conversation focused on what your child needs and what will happen next.

BEFORE THE MEETING

You belong in the conversation

Your knowledge of your child matters

Parents have reported feeling disbelieved when difficulties were less visible at school. What you see at home is part of the picture. You do not need to speak perfectly or hide your emotions for your concerns to deserve attention. [6]

Ask what the meeting will cover

Request the agenda, names of those attending and any existing support plan. Send the main issue you want discussed in advance. Ask about a format or timing that helps you take part. [1]

Take support if it would help

In Scotland, you have the right to a supporter or advocate at meetings about your child's additional support. Agree whether they will speak, help with questions or take notes. Let school know they will attend. [2]



Start with one priority

Choose the change that would make the biggest difference now. You can write down other concerns too, without needing to solve everything in one meeting.

THE YOUNG PERSON'S VIEWS

What I want adults to understand

Write, draw, use a message or ask someone to record your words. You can attend all or part of a meeting if you want, or share your views another way. [3]

What is going well for me

Things I enjoy, people I feel comfortable with and support that already helps.

What adults might not see

Something that feels hard, takes a lot of effort or affects me afterwards.

What I would like to change

An idea, question or request I want the people at the meeting to consider.

How I want my views shared

Who may share this? Do I want to attend, send a message or do something else?

You do not have to share private details to explain a support need. Ask what will be recorded and who will see it. Older young people can ask Enquire how their rights change as they grow up.

MY NOTES

What I want to raise

Child: _____ School: _____ Date: _____

Our main concern and a recent example

What happened, where and when? Include what your child says, if they want it shared.

The impact on learning and wellbeing

What is harder to access? What help is needed? Include the effect before or after school.

What has already been tried

What helped, what did not and what support may be keeping difficulties less visible?

The change or question we want discussed

For example: a clearer instruction, support at lunch or a safer way to ask for a break.

In Scotland, a diagnosis is not required for additional support for learning. Start with the barrier and the support needed, rather than waiting for a label. [5]

DURING THE MEETING

Agreed actions

Ask for a clear record of decisions. An updated support plan may provide this. You can copy this sheet if there are more actions. [1]

Meeting date: _____ People attending: _____

ACTION 1

What will change: _____

Who will arrange it: _____ Start date: _____

How we will check it helps: _____

ACTION 2

What will change: _____

Who will arrange it: _____ Start date: _____

How we will check it helps: _____

ACTION 3

What will change: _____

Who will arrange it: _____ Start date: _____

How we will check it helps: _____

Before we finish

Review date: _____ Contact person: _____

How the young person will be involved: _____

Still unresolved: _____

AFTER THE MEETING

Keep the next step visible

Check the written record

Ask for the notes or updated plan. If no record is provided, send a short email with your understanding and ask staff to confirm or correct it. Include anything that remains unresolved. [1]

A follow-up you can adapt

Thank you for meeting with me. My understanding is that [action] will be arranged by [person] from [date]. We will review how it is helping on [date], including my child's views. We still need to resolve [issue]. Please let me know if I have missed or misunderstood anything.

If a promise does not become support

Ask the person responsible when the agreed support will start. If concerns remain, Enquire explains further steps with school and the local authority, including mediation where appropriate. [4]

Trust your concern enough to return to it

A disappointing meeting does not erase your concerns. Ask for a specific response, with someone to support you if needed. You can raise new concerns between reviews. [1,4]

If safety or health is worsening, seek appropriate help promptly. A school review date should not delay urgent support.

FURTHER READING

Sources and image credits

Information and links checked 29 October 2026. This is a practical planner, not a statutory support plan or individual legal advice.

1. Enquire: getting the most from meetings

Preparation, records and keeping in touch.

Preparing for a meeting

2. Enquire: parents' rights to be involved

Sharing views, supporters and advocates in Scotland.

Parents' involvement and support

3. Enquire: involving your child in decisions

Different ways for children and young people to take part.

The young person's voice

4. Enquire: solving problems with school

Written follow-up and options when concerns remain.

Next steps with school

5. Enquire: additional support for learning

Scottish education support is based on need, not a required diagnosis.

Understanding support for learning

6. Action for Children: Parent Talk, 2025

Family accounts (p.15). A report on serious support needs, not all-family estimates.

Read the parent experiences report

Photographs

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