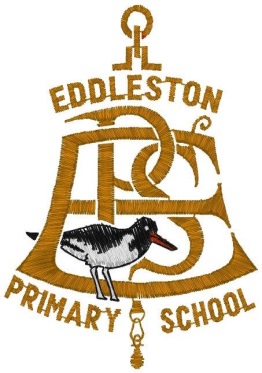
**Eddleston Primary School**

******

**Support for Learning**

**Policy and Procedures**

**March 2021**

*Prepared by Susan Tocher*

*(SfL Teacher)*

**Rationale**

At Eddleston Primary we believe that all children learn in different ways and may require additional support for a variety of reasons and at different times in their education. For some children, the support they require will be of a long-term nature, whereas for others it may only be for a temporary period of time in their schooling.

A child has additional support needs where, for various reasons, the child is likely to be unable, without the provision of additional support, to benefit from school education provided or to be provided for the child or young person.

Additional support means provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in schools (other than special schools) under the management of the education authority for the area to which the young person belongs.

At Eddleston Primary School we aim to develop the curriculum enabling an accessible curriculum to all pupils by early identification and recognition of additional support needs. Additional support needs could be required for individuals/groups of children who require extra support or challenge to develop their learning.

Through the class teacher and the support for learning teacher provide appropriately planned learning experiences and targeted interventions, taking into account strengths, attainments and needs. The school aims to ensure that emphasis is placed on learning according to age, aptitude and ability to allow all pupils to have an accessible curriculum.

**Aims**

We aim to support all our pupils to achieve their potential and become:

• Successful learners  
• Confident individuals  
• Responsible citizens  
• Effective contributors

Well-planned interventions are leading to positive outcomes for children. We fully adhere to legislative requirements and provide all children with additional support needs with high-quality targeted support, including highly-able children. We recognise the important role of parents/carers and partners with specific expertise in supporting children and young people. Children, parents and partners are fully involved in decisions about learning and support.

I note below the procedure that takes place when identification of a child who may require additional support.

* Class Teacher raises concern
* Discussion would take place with Management and Support for Learning Teacher
* Parents/Carer would be informed and invited to a meeting to the school to discuss further
* Achievable targets are set, in which the parent/carer and child are involved. The child is given ‘child friendly’ targets which are discussed with them if appropriate to age and stage
* After an agreed interval, targets will be reviewed, for example, progress made, and future action
* Liaison with external agencies and other professionals may be necessary for the child/children to gain access to the curriculum and development of their learning. These may include Speech and Language Therapist, Educational Psychologist. This would be considered after consultation with the class teacher, learning support teacher and head teacher and carried out with the agreement and consent of parents
* Records and on-going assessments are kept on file.

**GIRFEC**

All support given to a child will be done in the framework of ‘Getting it Right for Every Child’ (GIRFEC). This is an integrated framework for developing children’s development and wellbeing.

**Identification and Assessment of Additional Support Needs**

Class Teachers know the children in their class better than anyone else in the school and therefore are best placed to monitor individual progress and identify those in need of support.

**Assessment**

We assess each pupil’s learning and support needs through a consideration of Formative and Summative assessments. Checklists of skills and behaviours, pupil profiles and previous records and through information provided:

• By parents.  
• Through consultation with other professionals.  
• In examples of past and current work.  
• In minutes of review meetings

• Through speech and language and educational psychological assessments.  
• By pupils interviews.

Assessment will enable staff to build a profile of the pupil’s needs as a learner – such as:

* Barriers to learning
* Curriculum subject areas
* Social and emotional skills and relationships
* Complex or multiple factors which require a high degree of co-ordination of support from the education authority and other agencies and for these pupils a co-ordinated support plan (CSP) will be required.

All services and agencies involved with the child/young person will play a part in the drawing up of the CSP. The CSP co-ordinator will arrange the meetings and write the CSP. A CSP is a statutory document that is subject to regular monitoring and reviews for those pupils who meet the criteria for requiring one.

**Staged Intervention**

Staged intervention is a process is used in Eddleston Primary School to identify, assess and support learning needs.

|  |
| --- |
| **Stage 1** |
| A pupil is identified as having additional support needs. These needs can be met within the resources of the school. For example, differentiation, a particular teaching style, visual timetables and or an IEP created. An individualised educational programme (IEP) is a written document that outlines the steps to be taken to help a child or young person with additional support needs to achieve specified learning outcomes. The Support for Learning Teacher plans for, evidences and monitors this intervention and works collaboratively with class teachers in order to inform class forward planner. |
| **Stage 2** |
| A pupil is identified as having additional support needs. These needs can be met within the resources of the school, not normally found in the classroom, for example, Support for Learning Teacher.  A child may be moved to Stage 2 if staff believe they may need additional support. Examples of support at this stage  include extra help from a Support for Learning teacher inside or outside of the classroom or taking  part in a targeted programme (for example Read Write Inc) to help with literacy. Children who need help to cope with the classroom environment may have help at certain points of the day from a classroom assistant or have strategies put in place such as time-out or quiet space.  A child may have an IEP or ASP at this stage and parents and carers should be involved in planning how the school will meet their child’s needs. |
| **Stage 3** |
| At this stage, other services within education but out with the school are involved in the pupil’s plan, for example, Psychological Services, and Support & Technology. A CSP (Co-ordinated Support Plan) is drawn up by the Support for Learning Teaching in collaboration with the class teacher. The Support for Learning Teacher will also write and/or co-ordinate the long-term and short-term targets. At this level of individualisation, the Head Teacher has the overview of all pupils with additional support plans.  A child may be moved to Stage 3 if more detailed planning is required to meet their needs or they require input from one or more agencies out with school. This might include speech and language therapists, occupational health workers, social workers or outreach workers. They would be expected to have an IEP or ASP at this stage and depending on their additional support needs may meet the criteria for a Co-ordinated Support Plan. |
| **Stage 4** |
| At this stage, it is recognised that a child/young person may require additional support from services out with education, for example, Speech & Language Therapy, Social Work, Occupational Therapy. Stage 4 is for children with the most complex needs. In most cases before a child is placed or moved to Stage 4 their case will be referred to a local authority team that oversees support for children with with the high level of need. (In some areas, they are called Joint Planning Teams or Staged Intervention Teams but your local authorities group may have a different name.) Children placed at stage 4 usually need an extensive range of interventions or support and require a high level of planning to meet their needs. At this stage, the local authority may consider opening a Co-ordinated Support Plan. |

**Transitions**

All children and young people go through transitions in their education. Early or timely planning is required to ensure continuity and progression between stages, breaks in education or a change in circumstances. In our school, we plan for effective transitions for our pupils by:

• Adhering to legislative timescales  
• Effective communications between establishments and agencies  
• Shared joint assessment of support requirements  
• Ensuring continuity of support  
• Informing and involving children/young people and their parents/carers   
• Specifying the least intrusive methods of support required to meet anticipated needs  
• Discussing and passing on information held in files and pupil profiles/reports.

Early or timely planning is also of particular importance when the learning of the child/young person has been interrupted. A range of factors may give rise to learning being interrupted such as:

• Family circumstances – e.g. leading to a young person being taken into care  
• Health – e.g. hospitalisation/a long period of absence from establishment  
• Social and emotional – e.g. bereavement

Since factors will, impact differently on our pupils it is important that we tailor supports to the needs of the individual pupil and that such support is appropriate and proportionate to their needs. The duration of such support will vary accordingly to the needs of the individual pupil and their situation.

Managing transitions often involves a higher number of professionals hence the process of planning for additional support has to outline the liaison between sectors in education. Where other agencies are involved, the co-ordination of support has to outline the ways in which professionals across other agencies will work together to meet support needs both in the current educational establishment and the establishment that the pupil will transfer to.

**Teachers - Support for Learning**

Support for Learning teacher in our school will:

• Promote the Staged Intervention process and a whole school approach.

• Work in consultation with the Head Teacher.

• Work in consultation with others/external agencies.

• Work in consultation with parents.  
• Maintain detailed records of strategies/ interventions and communicate these with the classroom teacher and relevant staff.  
  
• Support the process of additional support planning and co-ordinated support planning (where designated)  
• Provide support /advice for staff development in relation to Learning and Teaching.

•Twice a year (typically November and March) organise and lead IEP meetings with parents, class teachers and pupil.

**Classroom Assistants**

Classroom Assistants in our school help to raise attainment and work directly under the supervision and direction of the class teacher. Although classroom assistants do not have a teaching role, they can perform a number of duties in the classroom, some of which may include supporting learning.

**Additional Needs Assistants (ANAs)**

ANAs in our school support the raising attainment of all pupils. They always work under the supervision and direction of the Support for Learning Teacher and Class Teacher. Support is specified with a particular pupil and in response to meeting particular needs. Flexibility will be clarified where an assistant meets the needs of more than one pupil in the class and or where an assistant is withdrawing support and encouraging pupil independence. Duties may include:

• Assisting with mobility of pupils, their personal care and handling of special equipment, if required  
• Supporting pupils to complete a learning activity/keep on task

• Conduct learning tasks as directed by the class teacher/support for learning teacher

• Providing pastoral support for pupils  
• Liaising with all staff to support pupils  
• Participating in relevant staff development

• Consulting with class teachers over progress of pupils

**Parents/carers**

We recognise the full involvement of parents/carers and pupils as very important. We acknowledge that they play a key role in enabling us to make effective provision, and those pupils and their parents / carers hold information that supports positive outcomes for our pupils.

We involve parents / carers and pupils:

• When a pupil has been identified as having additional support need  
• When there is a change in a pupil’s circumstances that requires a review of provision  
• On a regular basis to review short term and long term targets  
We work with parents to actively involve them in their child’s learning.  
• Be invited to attend regular meetings to discuss their child’s progress. Parents are invited to two parents’ evenings each session. If a parent is  
unable to attend on the given date an alternative time will be offered.  
• Where there is a need for a Co-ordinated Support Plan, be fully  
involved in the planning and review.  
• Where there is a need for an Additional Support Plan be aware of the learning plan set for their child.

**Staff Development**

In our school, we provide opportunities for staff to increase and extend their skills and knowledge and to reflect upon the professional development they require to meet the needs of all pupils. Staff has access to development opportunities within and out with the school.

**Dispute Resolution**

In Eddleston Primary, all staff will strive to resolve any concerns with understanding, open, and honest communication. We will address any concerns with a solution-focussed approach. If however, a parent/carer remains unhappy, they should (in the first instance) speak with the Head Teacher and Support for Learning Teacher.

**Monitoring**

Self-evaluation of the quality of learning and teaching and support for pupils is the responsibility of all teaching staff and the senior management team. Quality indicators described in “How Good is Our School? 3” and ‘Child at the Centre’ will be used to evaluate the on-going effectiveness of this policy within the school.

In practice, this will include:

• Consulting with the Head Teacher

• Observation of pupils in school  
• Consulting class teacher and where appropriate, any other staff working closely with pupils

• Monitoring pupil attainments

Measuring the impact of relevant interventions  
• Speaking to parents/carers  
• Speaking to pupils  
• Consulting pupil profiles

Support for Learning should be considered as an integral part of school learning with the aim to develop the curriculum enabling an accessible curriculum to all pupils by early identification and recognition of additional support needs. Additional support needs could be required for individuals/groups of children who require **extra support or challenge** to develop their learning.

Liaise with Class Teachers’ to provide appropriately planned learning experiences and targets, taking into account strengths, attainments and needs.

Noted below are some of the procedure that take place when identification of a child who may require additional support and/or challenge:

* Support for Learning take attainment meetings where support and challenge of individuals or groups can be identified along with Class Teachers’.
* Discussions take place with the Head Teacher and Learning Support Teacher in relation to closing the gap
* Parents/Carer would be advised and, if relevant, invited to a meeting to the school to discuss further
* Achievable targets are set, in which the parent/carer and child are involved. The child is given ‘child friendly’ targets which are discussed with them if appropriate to age and stage
* After an agreed interval, targets will be reviewed, for example, progress made, and future action.
* Liaison with external agencies and other professionals may be necessary for the child/children to gain access to the curriculum and development of their learning. These may include, Speech and Language Therapist, Educational Psychologist. This would be considered after consultation with the class teacher, learning support teacher and head teacher and carried out with the agreement and consent of parents
* Records and on-going assessments are kept on file

**Literacy**

Learners with identified spelling, phoneme and digraphs challenges will receive a daily learning opportunity to develop their confidence and ability in using phonemes to build words and write them in context. The aim:

* Unlock their enjoyment of and potential for reading.
* Make progress in being able to sound out and/or spell unfamiliar words.
* Literacy intervention tasks are created by the Support for Learning Teacher and shared with ANA’s. The aim being that, over and above the intervention taken by the Support for Learning Teacher, the Ana’s will use the suggested literacy tasks to take the targeted intervention groups on a daily basis. The Support for Learning Teacher can implement a measurement tool in order the impact can be measured and results shared with staff, parents and child.

**Reading**

Reading Comprehension groups are identified where fiction and non-fiction differentiated reading skills will be taught using comprehension strategies learned each week.

**Numeracy/Maths – Support and Challenge Groups.**

* Work in collaboration with class teachers’ to identify numeracy support and challenge groups.
* Provide a baseline assessment for maths and numeracy as a starting point to create numeracy plans with the overarching aim of getting it right for each child.
* Plan for numeracy interventions. Numeracy interventions can be taken by the Support for Learning Teacher and with Ana’s. The aim for the ANA’s is they can use the suggested numeracy tasks with the identified individuals/groups to further close the gap.

**Health and Wellbeing.**

* In smaller groups children are given the opportunity to share ideas and develop problem solving and thinking skills around different school scenarios where pupil voice will be encouraged. These groups will typically run for a period of between 5-6 weeks for 20 minutes once a week. The aim of the group that skills developed within these groups can be transferred into the classroom and into their own life.
* Listening and talking groups are planned for the P1 class and all children will be given the opportunity to take part.