

Meadowburn Primary School/ Bun Sgoil Innis an Uillt



SUPPORT FOR LEARNING POLICY

Revised March 2017

About Additional Support Needs - Education Scotland

'The Additional Support for Learning' legislation provides the framework underpinning the system in Scotland for supporting children and young people in their education, and their families. This framework is inclusive in its approach and is based on the concept of additional support needs. This term applies to children and young people who, for whatever reason, require additional support, long or short term, to help them make the most of education.'

Rationale

Our school policy and procedures outlines how Meadowburn Primary School will meet our duties under ASfL legislation. The policy provides information about learning opportunities for all children. As with all our practice, this is dependent on successful, working partnership with parents, carers, staff and pupils. The Policy is built on the principles within Education (Additional Support for Learning)(Scotland) Acts 2004 and 2009 and EDC Policy and procedures.

We believe that all children learn in different ways and may require additional support for a variety of reasons, at different times in their education. These factors fall broadly into four overlapping themes - learning environment, family circumstances, disability or health need and social and emotional factors. The same factor may have different impacts on individual learning, therefore, support strategies may vary to meet individual needs. For some children, the support they will require will be of a long-term nature, whereas for others, it may only be for a temporary period in their schooling.

Aims

Within Meadowburn Primary, our Additional Support for Learning Policy aims to:

- ensure children's needs are recognised early on in their school life and appropriate support given;
- detail an identification and review system to best meet the needs of pupils requiring additional support
- through a consistent, equitable and transparent approach;
- outline the roles and responsibilities of teachers, school staff and specialist support services;
- ensure the views of children and their parents are taken account of when making decisions which affect them.

Getting It Right For Every Child

GIRFEC promotes an integrated, common approach to understanding and developing children's wellbeing across Council Services, Health and other partners. It supports practice to ensure action can be taken as early as possible to improve outcomes for the child or young person. It also supports the recording of information in a consistent way, allowing it to be collated to provide a shared understanding of the needs of a child or young person.

The following wellbeing indicators underpin all assessment of young people's needs:

- Safe:** Children and young people are protected from abuse, neglect or harm at home, school and in the community.
- Healthy:** Children and young people have the highest attainable standards of physical and mental health, as well as access to suitable health care and support that can assist healthy and safe choices being made.
- Achieving:** Children and young people are supported and guided in their learning and in the development of their skills, confidence and self esteem at home, at school and community.
- Nurtured:** Children and young people have a nurturing place to live, in a family setting with additional help if required or where this is not possible are placed in a suitable caring environment.
- Active:** Children and young people have opportunities to take part in activities such as play, recreation and sport - all contributing to healthy growth and development at home and in the community.
- Respected & Responsible:** Children and young people are encouraged to have an active and responsible role within their family, school and community.
- Included:** Children and young people receive assistance to overcome social, educational, physical and economic inequalities and are accepted as part of the community where they live and learn.

Time Allocations

Support is organised within the national guidelines of the Structure and Balance of the Curriculum. However, it may be necessary for specific children to spend additional time working on an aspect of the curriculum to help support their learning. An annual allocation of Education Support time is given to the school.

Curriculum for Excellence aims to provide a coherent, inclusive curriculum so that all children and young people can participate in learning, whatever their circumstances.

Approaches to learning and teaching and opportunities to access learning in different contexts and using a range of provision delivered within the classroom, the school and beyond the school are designed to encourage, motivate, support and engage young people in learning.

ADDITIONAL SUPPORT NEEDS DEFINITION

Any barrier to a child or young person's learning that is limiting their potential to benefit from education. Some pupils will require additional support in order to develop to their fullest potential for a variety of reasons.

ASN can apply to:

- Fostering talent
- Supporting pupil through period of emotional difficulty
- Reviewing current learning and teaching methodologies
- Ensuring the educational context is not creating barriers to learning
- Able children
- Looked After Children
- Health needs
- Behavioural difficulties and learning difficulties
- Developmental disorders; Complex or multiple additional support needs

Agencies which support us at Meadowburn include:

- Psychological Services
- SEBN
- Education Support Service
- Language and Communication
- Social Services
- NHS / Glenfarg Childhood & Development Centre
- CAHMS Team

ASSESSMENT & REVIEW PROCESS

Identification & assessment of ASN may be as a consequence of:

- Initial assessment by classroom teacher
- Identification of specific learning outcomes which require a differentiated approach discussed through Teaching and Learning Meetings and Support for Learning Consultations
- Through discussion at our School Liaison Group
- Lack of progress against outcomes
- Enhanced assessment by Educational Services staff
- Further assessment by psychological services
- Assessment by social work/health services if appropriate

Parents and children are also a crucial part of this process.

MANAGEMENT OF ASN

The Wellbeing Pathway: A Continuum of Support from Universal to Targeted

Universal Support

It is the entitlement of every child to be supported throughout their early education, formal education and onwards to adulthood. Curricular experiences are planned by staff according to the Curriculum for Excellence design principles of:

- Challenge and enjoyment, breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Using these principles, teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases teachers will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

'Differentiation involves adapting learning, teaching and assessment to meet the learning needs of individual children. It is not a single approach but includes a number of elements, for example modifying content, processes and products, or the wider learning environment. It is an integral part of learning and teaching.'

Education Scotland Knowledge into Action, 2015

Within East Dunbartonshire schools, teachers employ the following model to provide a clear, structured pathway for learners.

Differentiation

- Modifying Content - use of learning materials at different levels
- Modifying Process - varying the length of time children take to complete a task
- Modifying Product - giving children choice in how to express ideas or required learning
- Modifying Learning Environment - giving children areas to work which suit their learning styles

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning. Support for Learning staff engage in formal and informal professional dialogue with staff to ensure that this aspect of Universal Support is well managed and may coordinate consultation, professional learning or access to specialist support. Where intended progress does not take place, an underlying wellbeing concern must be considered.

Targeted Support

When a Named Person identifies or receives information that may indicate a wellbeing concern, the needs of the child are considered within the next stage of the Wellbeing Pathway. Ethos,

relationships, nurture and other universal supports must be reviewed before children are assessed to determine whether they need a Targeted Support.

All pupils who are considered for Targeted Support, access this through our School Liaison Group (Primary) or Support for All Group (Nursery). This ensures that staff comply with duties in CYP Act 2014 and ASL Act 2004, 2009.

All assessments to determine the need for Targeted Support fully involve the views of the child and parents and are carried out using the National Practice Model. This contains tools of varying complexity which staff use to ensure information on wellbeing is gathered and analysed, resulting in SMART targets which are planned and reviewed. The tools are:

- The Wellbeing Indicators
- My World Assessment Triangle
- Resilience Matrix
- National Risk Assessment Framework

Children who require a Child's Plan

There are two main considerations in deciding if a child requires a Child's Plan. The first is that the child must be assessed as having a wellbeing need relating to one of the wellbeing indicators. The second relates to what support is thought to be necessary to meet the wellbeing need. A statutory Child's Plan is required only when the wellbeing need cannot be met, or fully met, without one or more 'targeted interventions'. The views of the child and family are central to all stages of the assessment and planning process. The Team around the Child must also consider the need for any other statutory planning requirements that apply to the child's needs, for example a Coordinated Support Plan or Looked After Plan.

Support to School

Support provided by the local authority support services

The local authority provides a range of education support services accessed through the Targeted Support process e.g.

- Language and Communication Service · Sensory Service
- Education Support Service · Behaviour Support Service
- Psychological Service · Social Work
- Support provided by health support services include:
- Community Paediatricians
- Audiology Services
- Physiotherapy
- School Health Services (medical and nursing)
- Speech and Language Therapy
- Child and Adolescent Mental Health
- Occupational Therapy

Transition Process

Early Years - Primary

Early Years' staff pass on information (with parent/carer consent) on each child's strengths and development needs to the receiving primary school. An Early Years Community Assessment Team (EYCAT) will provide a coordinated approach to assessment and intervention for all early years children identified as having additional support needs. At this point some early years children will already be involved in the Targeted Support process.

Primary - Secondary

Information gathered during Primary 6 and 7 will be used to inform secondary support for learning staff of any pupil likely to experience difficulties with their learning. This information should be made accessible to all subject teachers by the allocated member of staff from the secondary school. Regular transition meetings will take place across the course of P6 & P7 to ensure as smooth a transition process as possible for our most vulnerable children.

For further information and guidance please refer to EDCs policy, '**Framework to Ensure Wellbeing.**'