



Southmuir Primary School

ASN Policy

Updated October 2020

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1.1 Rationale

The school vision is to be a community where individuals feel valued, safe and respected, are supported to develop resilience and determination and are inspired to a lifelong passion for learning. Article 29 of The UN Convention on the Rights of the Child states that, "Education must develop every child's personality, talents and abilities to the full" and "Getting it Right for Every Child" focuses on working in partnership to ensure that all children have the necessary support to enable them to do this. The Additional Support for Learning Act legislates that some children need extra support to help them learn for a variety of reasons including temporary medical conditions, family circumstances, bullying, language and communication disorders or sensory impairment. The Act states that an additional support need can be any barrier to learning whether it be short term or long term.

The Additional Support Needs Department have a central role to play in identifying and addressing the additional support needs of children and young people who face a barrier, or barriers, to learning so that they can be supported to achieve their potential. This support can take many different forms and is individualised to meet the needs of the child.

1.2 Overview

We want all of our children to get the support they need to reach their full potential and we provide support in a variety of ways.

We have two supported classes, one in The Beehive and one in The Rainbow Room. Children attend these classes either on a full or a part-time basis if their needs cannot be met in a mainstream class, or they are unable to cope in a mainstream class due to their individual needs. These classes are smaller in size, typically 6-8 children, and have a high staff to pupil ratio. Most of the children in the Beehive and the Rainbow Room access some of their learning in their mainstream class and the groupings are flexible.

Children may be extracted from their mainstream class for nurture, social groups, numeracy and literacy interventions. We also have an autism friendly area in the Starlight Room which is accessed by some of our children as part of their blended timetable.

1.3 Accommodation

The school has three ASN rooms (Beehive, Rainbow & Starlight Rooms), two small teaching rooms (Hook's Hideout & Ginger's Den), three disabled toilets, and a sensory room and additional disabled toilet with a hoist shared with Webster's High School.

1.4 Staff

The DHT line manages our ASN team which comprises 2.6 FTE ASN teachers and a team of SPSAs.

1.5 Role of the ASN Teacher

The role of the ASN teacher is diverse and they adapt their practice to suit the needs of our pupils.

ASN teachers can provide support in the following ways (See ASN Handbook for more details).

1. Through **consultation**.
2. Through identification and **assessment**.
3. By working in **partnership** with staff and other
4. By contributing to **professional development**
5. By planning learning and teaching including **cooperative teaching** with staff where necessary
6. ASN teachers may also be responsible for the development and delivery of the curriculum for pupils who cannot access mainstream.

1.6 Role of the School and Pupil Support Assistant

SPSAs are employed by Angus Council as a whole school resource to support pupils with additional support needs and are line managed by the DHT. They work within all classes in the school to provide support to pupils who have learning, social, emotional or behavioural difficulties. SPSAs also have allocated areas in the playground to supervise. SPSAs may have to help with personal care for pupils who require this. When working with a mainstream or supported class, SPSA's should be directed and supported as required by the teacher.

1.7 Staff meetings

The ASN teachers meet regularly with senior management. The minutes are stored in the Admin/Staff meetings / ASN Staff Team meetings folder on the common drive.

2. ASN across the curriculum

Pupils with additional support needs who are supported within a mainstream class and require specific strategies will have a pupil passport (see ASN Handbook). This is stored in their individual electronic folder. A copy will also be included in the class planning folder. This will detail:

- Nature and level of difficulties
- Previous/existing support
- Suggested strategies to help the pupil learn

IEPs are held for pupils who are following individualised timetables or who are LAC. We use the Angus Council framework for IEPs (See ASN Handbook). These are completed at the following times:

- May – September
- October – December
- January – April

IEPs should be reviewed with parents each block, offering them the option to come in or make contact by telephone towards the end of the block, to review the previous period and agree targets for the next. Comments and new targets, should be sent home in a sealed envelope (with GDPR sticker), signed by the parent, and a paper copy put in the PPR. A copy is also kept electronically in the pupil's individual

folder as a working document. The electronic document should be named 20xx-xx Name surname IEP.

It is the class teacher's responsibility to keep their relevant section of the IEP up to date. Teachers will be reminded when these are due to be updated. The class teacher is responsible for organising the IEP meetings, in consultation with management if class cover is required and the DHT is responsible for organising Annual Reviews.

3 Making a referral

Where a class teacher feels a pupil requires further investigation for additional support, this should be reported electronically to the DHT, using the ASN Concern Sheet (see ASN Handbook). The DHT will discuss the needs with the teacher, and may suggest interventions or refer it to the mainstream ASN teacher, as appropriate.

If the teacher / parents have concerns about the possibility of dyslexia, the class teacher should complete the appropriate Dyslexia checklists (see ASN Handbook) and email this, along with Concern Form 1, to the DHT. The class teacher should talk to the parents at this point and suggest they get their child's vision and hearing tested.

Normally, the interventions should be tried for a period of one or two terms, whilst the class teacher collects a portfolio of evidence, including the three checklists plus a selection of work samples. The Northway Visual Discomfort Screener will then be completed by an ASN Teacher.

Other tests may be carried out at the discretion of the DHT and the ASN Team, to further support evidence from the portfolio.

All assessment results will then be collated in Concern Form 2 by the ASN teacher who will also put a comment on Pastoral Notes within SEEMIS regarding this.

All of these are required before any decision is made regarding the identification of dyslexia.

4 Enhanced Transition support

For ASN pupils transitioning to secondary, the class teacher, in consultation with the DHT and ASN team, will identify pupils requiring enhanced transition to a new academic year. Enhanced transition pro-forma are completed and shared with the secondary school during October and transition meetings, in the Winter term of P7 or the summer term of P6 if a higher level of support is required, are then arranged by the DHT.

Southmuir Primary School is an inclusive school and aims to provide support for all pupils in line with GIRFEC.