

*Fenwick Primary
School
&
Early Childhood Centre*



*Parent Information Booklet:
Additional Support Needs*

Fenwick Primary School: Additional Support Needs Information

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers to learning. Along with subsequent amendments in 2009 and 2016, 'The Act' sets out the main expectations of schools and local authorities in relation to the provision of additional support needs. There are a wide range of factors which may lead to some children and young people having a need for additional support. These fall broadly into the four overlapping themes described below:

- Learning environment
- Family circumstances
- Disability or health need
- Social and emotional factors

Learning Environment

A need for additional support may arise where the learning environment is a factor. For example, a child may experience barriers to their learning, achievement and full participation in the life of the school. These barriers may be created as the result of factors such as the ethos and relationships in the school, curricular arrangements or approaches to learning and teaching which are inappropriate because they fail to take account of additional support needs.

Family Circumstances

Family circumstances may give rise to additional support needs as children's progress at school is influenced by what is happening at home, for example, where a child's or young person's home life is disrupted by parental separation, poverty, homelessness, domestic abuse, parental alcohol or drug misuse or parental mental or physical health problems. It could also include where a child is from a family of Armed Services with a parent being deployed into conflict zones, or where the family is affected by imprisonment. It is important to remember that all Looked After children are considered to have additional support needs, unless assessments find that support is not needed.

Disability or Health Need

Issues relating to a disability or health need may mean that additional support is required, for example, where a child or young person is a disabled child. Additional support is required to meet the needs of a child or young person

who has a motor or sensory impairment, specific language difficulty, foetal alcohol spectrum disorder, autism spectrum disorder or has learning difficulties. Children with a low birth weight may have additional support needs. Mental health and wellbeing issues such as anxiety, eating disorders and depression can disrupt learning and may lead to additional support being required.

Social or Emotional Factors

Social and emotional factors may also give rise to a need for additional support. A child being bullied or bullying, who has been bereaved, experienced Adverse Childhood Experiences or discrimination may need additional support to overcome barriers to their learning. A child with behavioural difficulties or at risk of exclusion from school may require additional support to develop positive relationships and behaviours to prevent further escalation of risk of exclusion and other associated risks, including offending behaviour.

Additional support needs may be of a short duration, perhaps a few weeks or months, or could be long-term over a number of years, or indeed they could be lifelong. The factors which may give rise to additional support needs are wide and varied because they relate to the circumstances of individual children; an individual may have additional support needs arising from more than one of the factors outlined above. The same factor may have different impacts on individual learning. For example, one child or young person may find that difficulties at home have an adverse impact upon his or her learning. Another child in apparently similar circumstances may experience a minimal impact on his or her learning.

Children or young people may require additional support for a variety of specific reasons and may include those who:

- have motor or sensory impairments
- have low birth weight
- are being bullied
- are children of parents in the Armed Forces
- are particularly able or talented
- have experienced a bereavement
- are affected by imprisonment of a family member
- are interrupted learners
- have a learning disability

- have barriers to learning due to a health need, such as foetal alcohol syndrome
- are looked after by a local authority or who have been adopted
- have a learning difficulty, such as dyslexia
- are living with parents who are abusing substances
- are living with parents who have mental health problems
- have English as an additional language
- are not attending school regularly
- have emotional or social difficulties
- are on the child protection register
- are refugees
- are young carers

The above list is not exhaustive and there can be other reasons for additional support being required. Any parent with a concern or question should speak with school staff and we will advise as required. Our Depute Head Teacher, Mrs McKillop, is the Additional Support Needs Co-ordinator for Fenwick Primary School and ECC and the Head Teacher, Mr Houston, is also available to discuss any concerns or queries as and when required.

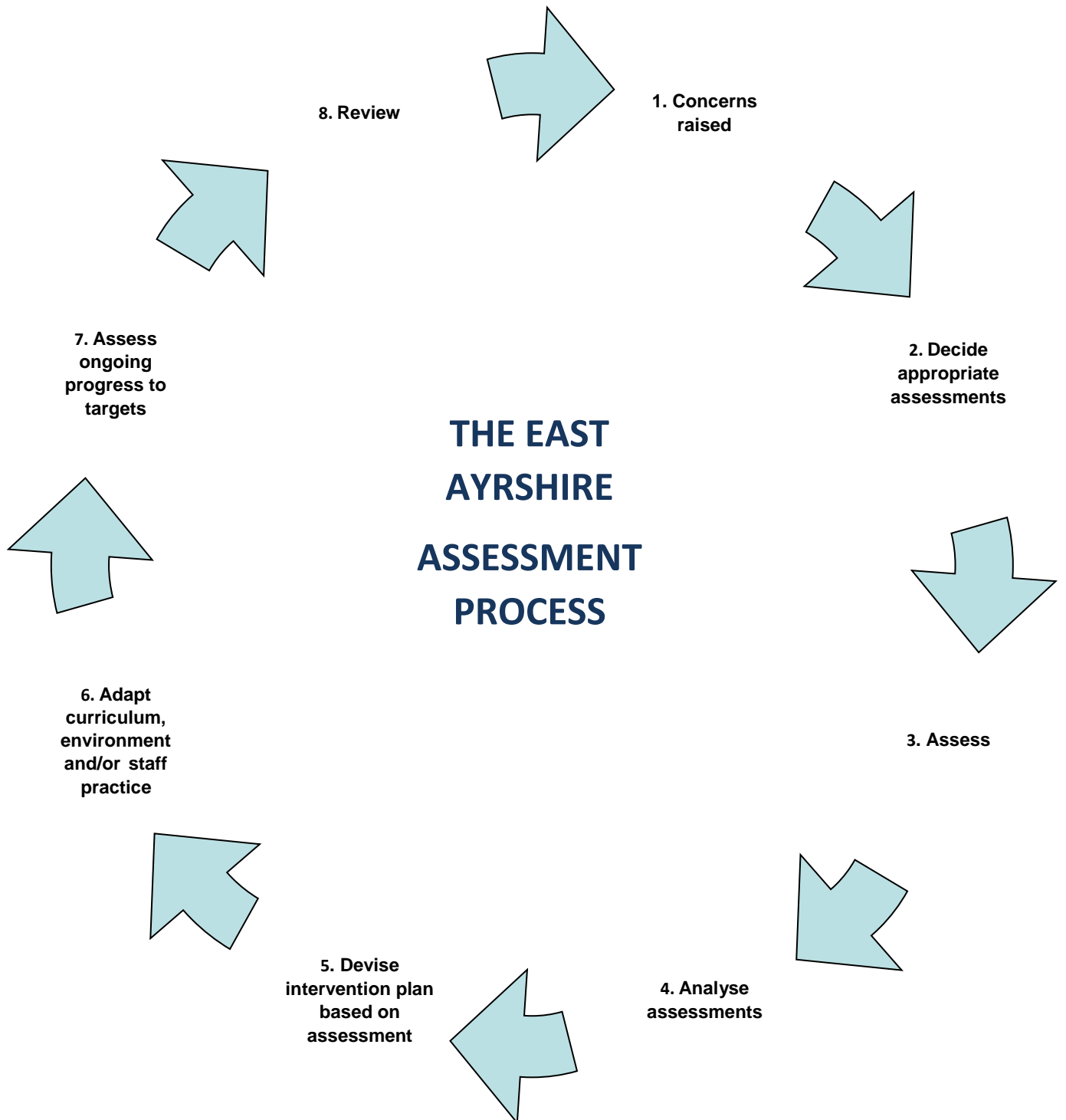
East Ayrshire Psychological Service Advice and support is often a good starting point for parents and schools in terms of seeking further advice. The Educational Psychologist visits us regularly to work with the staff, children and parents. This involves giving advice to the families and the sharing of expertise with staff to help overcome barriers to learning. The psychologist would not observe or meet with a child without the prior consent of the parents.

Within the school our children can be supported in a number of ways. This can take the form of:

- In class support with teachers and classroom assistants
- Small group support sessions or focused boost groups
- Individual support with classroom assistants
- Group support sessions with EAST (East Ayrshire Support Team) staff
- Individual support sessions with EAST (East Ayrshire Support Team) staff

All supports given are tracked and monitored by means of staged intervention via Child Plans, Pupils Support Diaries, Individual Learning Plans or co-ordinated support plans. The categorisation of these plans will depend on the level of support required, duration and specific nature of the support.

The following diagram and list of steps shows the process for addressing additional support needs and this is followed by all schools in East Ayrshire.



THE EAST AYRSHIRE ASSESSMENT PROCESS

1. Concerns raised



- This may be from a teacher, a parent/carer, or a learner themselves if they are over the age of 12
- Agreement there is a need for assessment
- Consent for assessment to be gathered should be sought from the parent/carer and recorded on SEEMiS Pastoral Notes
- If assessing for dyslexia or dyscalculia, The ASN Co-ordinator (Mrs McKillop) emails completed Initial Dyslexia/Dyscalculia Assessment Request Form to the appropriate person

2. Decide appropriate assessments



- Best practice would suggest that initial assessment may include some or all of the following:
 - My World Triangle
 - Wellbeing Web
 - Observations
 - Samples of unaided/uncorrected work
 - Quest testing for P3 pupils
 - East Ayrshire tracking information
 - EA Pupil Assessment Profile (PAP)
 - Record of previous interventions and impact
 - Boxall Profile
 - School assessment data
 - Hearing and vision checks, if appropriate

***If a learner is in P5 or above, Visual Stress Screening can be undertaken by EAST staff.**

3. Assess



- Best practice would suggest that, generally, assessment should be gathered by:
 - The class teacher and overseen by the ASN Co-ordinator in Primary schools
(The EAST teacher's role is to advise and assess as appropriate)

4. Analyse assessments



- Professional dialogue with relevant stakeholders should take place to discuss findings and record them on the This dialogue **may** include the Educational Psychologist.
- At this stage it may be possible to identify
 - a specific learning difficulty
 - the need to gather further evidence
 - the need to complete a Request for Assistance (RFA) form for other agencies
- Information, to date, should be shared with parent/carer (meeting/phone call)

5. Devise intervention plan based on assessment



- Relevant personnel including the learner and parent/carer should then devise an appropriate intervention plan targeted at the learner's specific needs
- Where an intervention plan is required, with supports being provided beyond that of the class teacher, the learner should be logged as having additional support needs and a Child's Plan created using appropriate East Ayrshire paperwork
- Chronology of Significant Events should be started or updated

6. Adapt curriculum, environment and/or staff practice



- Best practice would suggest that adaptations to learning and teaching are likely to be advantageous
- Individual or group-based approaches may also be helpful, depending on the areas of development identified from the assessment

7. Assess ongoing progress to targets



- Regular monitoring within agreed time frames to review progress should be in place
- Adaptations to plans should be made on an ongoing basis to meet learner needs

8. Review



- Appropriate personnel should discuss the impact based on information gathered from the intervention/approaches and class work
- Based on the learner's progress, a specific learning difficulty may or may not be identified
- Additional assessment may also be gathered if required. This may involve assessment from
 - EAST
 - East Ayrshire Psychological Service
 - Speech & Language Therapy
 - Occupational Therapy
- The cycle of assessment and intervention continues as appropriate

At Fenwick Primary School and ECC we would encourage all parents to share any concerns relating to supports or additional help you may feel is required for your child.

Please don't hesitate to contact us as sometimes an informal discussion is all that is required and can provide peace of mind. We are here to help and support our families in any way we can to ensure every child reaches their maximum potential.

Mr Houston: November 2023