



Convention on the Rights of the Child

Article 28: Young people should be encouraged to reach the highest level of education they are capable of.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect others, human rights and their own and other cultures.

Rationale

In Our Lady of the Missions Primary School we are committed to the provision of the highest quality education for each child. We are an inclusive school within an inclusive Authority where all children requiring support are given appropriate provision suitable to meet their particular needs.

We aim to provide an inclusive learning environment where pupils are encouraged to discover personal excellence through a balance of academic and individual achievement. As a school, we recognise that every child in the Our Lady of the Missions is different and, in keeping with the values of a Catholic education we are committed to developing each person's unique God-given talents.

We focus on the development of the whole child, to develop their personality, health and wellbeing, spirituality, abilities and talents.

This policy takes note of the following documents:

[Getting it Right for Every Child](#)

[Education \(Scotland\) Act 2016 - Legislation.gov.uk](#)

[Supporting Children's Learning Code of Practice \(Revised edition\)](#)

[Curriculum for Excellence: Building the Curriculum 3: A Framework for ...](#)

[Getting it right for East Renfrewshire's Children & Young People 2013/16](#)

[East Renfrewshire's Children and Young People's Plan 2017](#)

[Building Curriculum for Excellence through positive relationships and behaviour](#)

[Advancing Excellence and Equity in Education in East Renfrewshire](#)

[Better relationships, better learning, better behaviour](#)

[2017 National Improvement Framework and Improvement Plan \(](#)

[How good is our school? \(fourth edition\) - Education Scotland \(Quality Indicators- 2.4: Personalised Support, 2.5 Family Learning, 2.6, Transitions, 3.1 Ensuring Wellbeing, Equity and Inclusion\)](#)

[A Manual of Good Practice in Special Educational Needs](#)

At Our Lady of the Missions Primary, staff ensure that all children are treated fairly, equally and with respect. It is school practice to ensure equality in terms of opportunity, social background, race, religion, gender, sexual orientation and disability. Achievement and attainment for all pupils will be monitored and support, challenge and opportunities provided to ensure equality.

All children should be provided with an enabling education with sufficient resources to allow the development of their talents to a high level, particularly when there is significant discrepancy between their potential and their performance.

(Too Clever by Half, Carrie Winstanley 2004)

Direct intervention can help pupils from disadvantaged backgrounds and enable them to make greater use of their abilities in addition to raising their aspirations. The Curriculum for Excellence enables teachers to plan flexible learning experiences which challenge and stretch the able pupil, as well as providing consolidation opportunities for children who require additional support.



Aims

In Our Lady of the Missions Primary we aim to:

- ✓ provide a wide range of high quality interdisciplinary learning opportunities to develop each child, enabling them to reveal, display and extend their skills and abilities, beyond the subject boundaries
- ✓ address the emotional and social needs of our pupils, especially where these needs cause barriers to learning
- ✓ ensure challenge and support in the curriculum for all pupils
- ✓ actively involve and engage children in their learning
- ✓ Ensure that our pupils have a voice
- ✓ recognise each child as an individual and aim to develop the whole child, developing a recognition and awareness of their strengths
- ✓ continue to develop staff awareness, strategies and teaching skills
- ✓ implement the Child's Wellbeing Plan to plan targeted support
- ✓ improve outcomes for pupils, especially for the most disadvantaged
- ✓ promote out of school learning opportunities and support for pupils
- ✓ provide a supportive and caring environment in which the special talents and aptitudes of each child will be valued and nurtured
- ✓ encourage pupils to make choices about their work
- ✓ provide opportunities for pupils to work with like-minded peers
- ✓ help pupils to develop the ability to evaluate their work allowing them to become self-critical
- ✓ give pupils opportunities to develop specific skills or talents but not to the exclusion of other skills (especially social skills)
- ✓ offer support and advice to parents and involve parents in their child's education
- ✓ Liaise with nursery and secondary schools to ensure smooth transitions from nursery to primary and primary to secondary and consider how combined learning opportunities might enhance learning.

Identification

Before identifying children who would benefit from targeted support or who require additional challenge area, we aim to ensure that all pupils have had opportunity to learn and succeed in this area. This makes the identification process fair.

Identification is a continuous process. It is the skill of a good teacher to create conditions for learning in which there are opportunities for pupils to demonstrate their abilities and strengths. Stretching and challenging opportunities in every class are essential for effective identification practice.

Identification will make use of both quantitative and qualitative assessment data. Teachers will be vigilant in identifying pupils who require extension or support and will use their professional judgements alongside qualitative and quantitative assessment data.

At Our Lady of the Missions Primary School, we use a variety of methods to identify pupils with additional support needs:

- ❖ Teacher observation, assessment and nomination
- ❖ Standardised Test results (including Baseline) at P1, P3, P5 and P7
- ❖ CfE Assessment results and moderation at all levels
- ❖ Parental concerns

The **emphasis** is on providing an appropriate, inclusive environment which is appropriately challenging and supportive as opposed to imply labelling any particular child.

Organisational /Procedures /Classroom Strategies:

We will ensure opportunities for extension and enrichment are built into all our curricular policies.

Teachers are responsible for demonstrating in their plans that there is provision for pupils requiring extension or support.

For all pupils, we understand the importance of establishing prior knowledge, understanding and skills they have in order to avoid repetition of work which can be extremely demotivating.

Roles and Responsibilities

Support for learning is the responsibility of the whole school team with the class teacher having the central role. The Head Teacher is responsible for the overview of all aspects of Support for Learning. The Additional Support Needs (ASN) Coordinator is responsible for the day to day operation of the implementation of the school's Support Policy, collating materials and record keeping relative to Support for Learning. The ASN Coordinator should liaise with and advise colleagues as and when appropriate.

Other support services for the school are provided by relevant sectors of Social Work, Education and Health Boards, viz:

- Sensory Impairment Services
- Psychological Services
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- ICT Team for Additional Support
- Language and Communication Outreach Workers (Carlibar Communication Centre-CCC)
- Bi-Lingual Support Worker
- Voluntary Organisations, e.g. Young Carers

Role of Support for Learning Team:

- To work alongside and liaise with class teachers for the benefit of all pupils in their classes.
- To provide direct teaching and class support for groups and individuals in class where appropriate.
- To collect and collate information and data regarding children giving cause for concern prior to liaison with parents and internal and external agencies.
- To contribute as part of the school team to staff development programmes.
- To identify pupils who may be gifted and talented and suggest appropriate strategies.

- To ensure that resources are allocated equitably
- To encourage the use of ICT to remove barriers to learning

This policy is intended for:

i) Teachers who should

- implement early intervention strategies
- recognise and be constantly aware of the wellbeing needs of each individual child through embracing the principles of GIRFEC within the SHANARRI framework
- liaise closely with the Additional Support Needs Coordinator in the identification of and provision for pupils with Additional Support Needs
- work collaboratively with a shared philosophy and commonality of practice and have access to specialist knowledge and services
- provide a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement

ii) Pupils who should

- be aware that the school is making provision to meet their needs
- develop a growing understanding of their own needs
- take responsibility for their own learning

- Be involved in setting outcomes within wellbeing plans (where relevant) and in evaluating success of implemented strategies
 - Have a voice/say in how their needs should be met
- iii) Parents who should
- ensure early contact with the school to discuss matters which affect their child's progress and /or behavior
 - have their views taken into consideration and valued
 - be fully engaged in their child's learning by supporting the work of their child's teacher(s)
 - engage in discussions concerning their child's progress and attainment
 - offer encouragement and praise at all levels
 - be kept informed about their child's progress regularly

6 Additional Support Needs Procedures

6.1 A staged Intervention approach is used for pupils with additional support needs.

Initial Concerns

Children are identified by class teachers as experiencing difficulty in one or more areas. Class teachers should put in place strategies to support the child in liaison with the Support for Learning Team. Strategies and outcomes should be reviewed and where progress has not been made discussions should ensue with the Additional Support Needs Co-ordinator. Parents should be kept informed at all times. At this stage a wellbeing plan (stage 1) may be set up where appropriate and achievable short-term targets will be set by the class teacher. These plans are sent home and reviewed at regular intervals. Parental views are captured on the plans.

Referral to the Joint Support Team

If difficulties persist despite supports in place, a pupil may be referred to the Joint Support Team. In Our Lady of the Missions, this consists of the Additional Support Needs Co-ordinator, Class Teacher, and the Educational Psychologist. Where relevant, a social work representative may attend on an advisory basis along with health professionals, speech and language therapists, occupational therapists and physiotherapists (if relevant). Such meetings only take place with parental/carers consent and the purpose of this forum is to apply a solution-focused approach to getting it right for the learner in question. Feedback to parents/carers is provided detailing the outcome and action points as a result of the discussion. Children who have established involvement with other agencies are discussed through the Joint Support Team as and when appropriate with parental/Carer consent.

Referrals to Other Agencies

On occasion, it may be concluded at the Joint Support Team that a pupil would benefit from referral to another agency, e.g. Occupational Therapy or it may be relevant for the school's Educational Psychologist to carry out observations or one to one assessments. Referrals to other agencies are completed collaboratively between the class teacher and ASN Co-ordinator. When a child has involvement from other agencies, this is reflected in the wellbeing plan which becomes a level 2.

Child's Multi-Agency Plans (CMAP)

Children with enduring complex or multiple barriers to learning, who require a range of additional support from external agencies and have an allocated social worker will require a Multi-Agency plan. In such cases, the lead professional is the allocated social worker. Education staff have opportunities to feed into Multi-Agency plans and liaise with other agencies regularly to ensure that the child's needs are being appropriately met. A child's wellbeing plan outcomes sits as part of this larger Multi-Agency Plan.

Co-ordinated Support Plans (CSP)

The co-ordinated support plan is a statutory document which is subject to regular monitoring and review for those children and young people who have one. The criteria is as follows:

a child or young person requires a plan for the provision of additional support if-

- (a) an education authority is responsible for the school education of the child or young person,
- (b) the child or young person has additional support needs arising from-
 - (i) one or more complex factors, or
 - (ii) multiple factors,
- (c) those needs are likely to continue for more than a year, and
- (d) those needs require significant additional support to be provided-
 - (i) by the education authority in the exercise of any of their other functions as well as in the exercise of their functions relating to education, or
 - (ii) by one or more appropriate agencies as well as by the education authority themselves.

Assessments

It may be appropriate for children to undergo additional assessments over and above the assessments previously planned for all children at a particular stage. For example, if there are concerns about a specific learning difficulty such as Dyslexia, steps will be taken in accordance with the authority's Assessment and Intervention Guidelines for the Identification of Dyslexia. Dyslexia is a continuum and the levels of support required will vary from child to child. All teachers will apply dyslexia friendly strategies in their day to day teaching.

Social and Emotional Support

Children may require additional support in relation to behaviour, resilience or emotions either on a regular basis or as a one-off block. This support is achieved in a number of ways and such a need would be identified by a class teacher, a pupil support assistant, a member of the senior management team or a parent. The Additional Support Needs Co-ordinator will arrange for a suitable assessment or questionnaire to be undertaken by the class teacher (e.g. My World Triangle, Resilience Matrix, SELF framework to assess social interaction skills or the Boxall Profile). Where appropriate, parents will also be asked to complete questionnaires about a child's interactions or behaviour outwith school. This allows relevant targets

to be set and support to be appropriately targeted through the relevant group. This may include, where appropriate, involvement in a Nurture Group. This support is to support children who require time away from class and ultimately help to develop coping mechanisms which will allow him/her to attend class full times. These supports will be provided by a member of the support for learning team along with a Pupil Support Assistant or by the Additional Support Needs Co-ordinator. Impact of all interventions will be monitored and reviewed.

Highly Able Learners

When a child is identified as highly able through teacher observations and assessments, class teachers will ensure that their needs are being met appropriately as follows:

Differentiated programmes of work, extension and enrichment across all areas of the curriculum:

- ❖ Differentiation by task (including differentiated homework)
- ❖ Differentiation by outcome including some differentiated resources
- ❖ Extension / enrichment (but not more of the same). Enrichment activities supplement the original task helping to broaden the child's skills and activities and increase the depth of study in a particular area
- ❖ Independent, open-ended tasks
- ❖ Higher order questioning
- ❖ Maths challenges and external competitions
- ❖ Varied and flexible pupil groupings
- ❖ Appropriate access to ICT resources
- ❖ Skills in locating library resources
- ❖ Skills in research techniques (to promote independent learning)
- ❖ Some opportunities to work with older/younger children
- ❖ Range of working contexts to promote cooperative and independent learning
- ❖ Involve pupils in setting individual targets and the creation of plans
- ❖ Ensure that teachers have high expectations
- ❖ Out of class activities – enrichment sessions, clubs, music, art and sport.
- ❖ Planned involvement of parents and external expertise where appropriate
- ❖ Specialist teaching /specialist in residence
- ❖ Enrichment classes / competitions / challenge groups
- ❖ Particular curricular opportunities such as writers' workshops/ performing arts workshop/ debating group / coding club
- ❖ Opportunities to access 'Challenge Box' materials and 'apps' digitally within each department
- ❖ Opportunities to extend thinking skills – problem solving and higher order skills
- ❖ Joint workshops in conjunction with Cluster schools (including secondary) in subjects to enrich their learning

We recognise that because each child is different, a specific programme may be needed to meet the needs of an individual. We are also aware that many of the needs of the child can be met outside the school timetable as well as within it.

Resources

In addition to the suggested provision / activities listed above, there are Maths and Literacy resources and reference books for further reading in the Staff Library. Also see [HWB Policy](#) and [Anti-bullying policy](#)

Links to relevant websites and resources to support pupils across the curriculum can also be accessed through the Staff Section on GLOW.

Transitions

Where appropriate, children who require enhanced transition will benefit from an appropriate programme of visits and meetings as relevant. The Additional Support Needs Co-ordinator will liaise as appropriate with members of the senior management team and with pre-5 centres, secondary schools, the pupil and his/her parents/carers.

When pupils with additional support needs move to a new stage, a full transfer of information will take place and a detailed handover will outline the successful strategies used in the current session. These strategies will be used by the new teacher to ensure a smooth transition.

Review

The Head Teacher is responsible for monitoring this policy. It will be evaluated and updated in August 2020 in consultation with staff, pupils and parents.