

# Uplawmoor Primary School



## Support for Learning Policy



## **UN Convention of the Rights of the Child**

**Article 3** – *All adults should do what is best for you. When adults make decisions they should think about how their decisions will affect children.*

**Article 23** – *You have the right to a special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.*

**Article 28** – *You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

### **Rationale**

*All Scotland's children and young people are entitled to support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence provides. Some children may need additional support.*

**Education Scotland, February 2018**

Learning Support exists for pupils of all levels of ability, including the very able. Its role is to develop and support a pupil's learning wherever a need is encountered or any barrier to learning is identified, whether it be temporary or longer term. In Uplawmoor Primary School we endeavour to ensure that all barriers to learning are identified early allowing us to target support to allow our pupils to thrive and make progress at their own pace. We all have a responsibility to ensure a safe, nurturing and inclusive environment for **all** members of our community.

Children may require additional support for a number of reasons which may include those who:

- have motor or sensory impairments
- are being bullied
- are particularly able or talented
- have experienced a bereavement
- are experiencing changes in their home circumstance e.g. parent separation / divorce
- are care experienced
- have a specific learning difficulty
- are living with parents who are abusing substances
- are living with parent 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 young carers

### **Aims**

All children need support to help them learn and develop. In Uplawmoor Primary School, we aim to ensure that any additional support needs are identified early, addressed and reviewed regularly. Pupils are encouraged to take responsibility for their learning and to be part of any discussions in relation to their learning and then employ strategies to help them make progress. We have an inclusive school where we adjust to the needs of the child and offer them the best opportunities and support them to reach their potential. The changing needs of our children

means that we must ensure we employ a varied range of strategies and approaches tailored to their individual needs. E.g. Nurture Groups, ICT support, teacher / pupil support assistant support all of which help children to overcome the barriers they face in their learning and help them develop skills required to become independent learners.

### **Inclusion**

Uplawmoor Primary offers an inclusive curriculum adhering to equalities legislation relating to race, gender, age, disability, religion or belief and sexual orientation. Additional Support for Learning legislation in Scotland also promotes inclusion challenging us to provide education that is both flexible and removes barriers to learning and achievement for all of our pupils.

### **Support**

All children need support to help them learn and develop as they grow. The needs of individual children are at the centre of identifying, planning and strategies for support and are appropriate, proportionate and timeous. If a member of staff feels additional support is required then they complete a Wellbeing Concern Form and pass to Support for Learning Co-ordinator who in consultation with the class teacher and head teacher will discuss the level of support deemed necessary at this stage. Support can be universal or targeted.

### **Universal Support**

Universal support is the responsibility of class teachers and is dependent on a positive ethos, climate and relationships within all of our classrooms and across the school. A safe, caring and inclusive environment is essential in encouraging our children to reach their full learning potential.

Learning conversations, target setting, reviewing progress and setting next steps in learning take place across the school along with planned opportunities for achievement. Staff know the children well and they build mutually trusting relationship with our pupils allowing them to have a holistic view of the learning and development of pupils within their classes.

### **Targeted Support**

Targeted support is employed when any barriers to learning arise from a specific difficulty, disability, social, emotional or behavioural need, bereavement or family issues or if the universal strategies employed have been evaluated as unsuccessful in supporting the child. Targeted support is put in place to ensure progress in learning and may be supported by staff through the staged intervention process. This may include daily reinforcement programmes, support to allow pupils to work alongside peers in a group, ICT support or nurture group programmes. At this stage, a Child's Wellbeing plan would be created to record barriers to learning, strategies to be employed, next steps in learning and the views of both the child and parents. SMART targets are created to ensure they are Specific, Measureable, Achievable, Responsive and Timely.

### **Curriculum**

Children with significant support needs may have a reduced or adapted curriculum which can be offered through a split placement with another establishment. Where a decision is taken to make an alteration to the child's curriculum or place of learning, it will be done against a clear educational rationale which addressed the individual needs / interests of the child.

### **Joint Support Team**

If concerns with regards to progress continue and it is felt that support from a more specific service may be required, then a referral can be made to the Joint Support Team (JST) made up of representatives from Educational Psychology, Health, Social Work and School Staff. This meeting is used to plan for and review progress of pupils and consider any further strategies, actions or assessment that be necessary to ensure the child continues to make progress in their learning. If a multi-agency approach is decided as the best course of action then a Child's Multi Agency Plan is created. In this case, the lead professional will gather and record progress and chair any further meetings.

**Working with Parents**

Working with parents is essential to the success of any interventions and it is key that they are involved at all stages of the process. Parents are invited to participate in all aspects of decision-making and their views regularly sought. Regular meetings or updates are offered and our open door policy means that parents can contact the school at any time for advice or updates. Documentation such as Child's Wellbeing Plans and ASN profiles are sent home twice a year to ensure parents are aware of strategies in place to meet individual targets in line with the SHANARRI indicators and to seek their views on their child's progress.

**Staff Development**

Regular sessions are organised by the Support for Learning Co-ordinator and Head Teacher to ensure staff are kept up to date on new legislation, initiatives, information and strategies in relation to GIRFEC (Getting It Right For Every Child) and supporting pupils. This is achieved through the Support for Learning Co-ordinator attending Co-ordinator's meeting and engaging in research in relation to new initiatives and methodologies and the Head Teacher attending briefings and meetings where regular updates are given.

**Transitions**

Transitions takes place between Early Years Establishment and P1, from stage to stage within the primary school and from P7 to S1. Careful consideration is given to each individual pupil at all stages of the transition process. Information is recorded on pupils' strengths, attainment and achievement, care and welfare, Additional Support Needs (ASN), wider achievements and progress through the Curriculum for Excellence levels. All information is shared with receiving members of staff to ensure continuity of learning for all pupils.