

This policy has been written by the school, building on national best practice, East Renfrewshire Council and Education Scotland guidance.



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: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others' human rights and their own and other cultures.

Rationale

In St John's 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 a 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 St John's is different and, in keeping with the values of Catholic education and our school values of Love, Faith and Understanding, we are committed to developing each child'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](#)
- ✓ [Curriculum for Excellence: Building the Curriculum 3: A Framework for ...](#)
- ✓ [Advancing Excellence and Equity in Education in East Renfrewshire](#)
- ✓ [2017 National Improvement Framework and Improvement Plan](#)
- ✓ [How Good is Our School? \(Fourth Edition\) - Education Scotland \(Quality Indicators- 2.4: Personalised Support, 2.5 Family Learning, 2.6, Transitions, 3.1 Ensuring Wellbeing, Equity and Inclusion\)](#)

At St John's, 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 is monitored and supported.

Direct intervention can help pupils from disadvantaged backgrounds and enable them to make greater use of their abilities in addition to raising their aspirations. 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 St John's Primary we aim to:

- ✓ provide a wide range of high quality interdisciplinary learning opportunities
- ✓ 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 and encourage pupils to make choices related to their learning
- ✓ recognise each child as an individual and aim to develop the whole child
- ✓ continue to develop staff awareness, strategies and teaching skills
- ✓ implement Child's Wellbeing Plans to plan and review targeted support
- ✓ provide a supportive and caring environment in which the talents and aptitudes of each child are valued and nurtured
- ✓ help pupils to develop the ability to evaluate their work allowing them to become self-critical
- ✓ give pupils opportunities to develop their skills and talents
- ✓ offer support and advice to parents and involve them in their child's education
- ✓ Liaise with nursery and secondary schools to ensure smooth transitions from nursery to primary and primary to secondary

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. The ASN Coordinator should liaise with and advise colleagues as and when appropriate, drawing on multi-agency support where necessary.

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

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

Role of the Attainment 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 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 identify pupils who may require additional support or challenge and suggest appropriate strategies
- To encourage the use of ICT to remove barriers to learning

This policy is intended for:

Teaching staff, 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 Wellbeing 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
- provide a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement

Pupils, who should:

- be aware that the school is making provision to meet their needs
- develop a growing understanding of their individual needs
- take responsibility for their own learning
- be involved in setting outcomes within Wellbeing Plans (where relevant) and in evaluating the success of implemented strategies
- have a voice/say in how their needs should be met

Parents who should :

- have their views taken into consideration
- 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
- be kept informed about their child's progress regularly

Additional Support Needs Procedures

A staged 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 within the Wellbeing Indicators. Class teachers should put in place strategies to support the child in liaison with the Attainment Team. Strategies and outcomes should be reviewed and where progress has not been made discussions should ensue with the Additional Support Needs Co-ordinator. At this stage, a Wellbeing Plan (Level 1) may be set up with achievable short-term targets set by the class teacher.

Referral to the Joint Support Team

If difficulties persist despite support in place, a pupil may be referred to the Joint Support Team. In St John's, this consists of the Additional Support Needs Co-ordinator, the 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. Such meetings only take place with parental/carer consent and the purpose of this forum is to apply a solution-focused approach to getting it right for the learner. 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 engage in observational 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 Well-being 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 the larger Multi-Agency Plan.

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. Pupils with a confirmation of Dyslexia will have pupil passports listing the strategies they feel best meet their needs. 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. 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 out with 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 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. The impact of all interventions is 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 or outcome
- ❖ 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
- ❖ Skills in research techniques (to promote independent learning)
- ❖ 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
- ❖ Opportunities to extend higher order thinking skills through problem solving activities
- ❖ Opportunities to develop their own unique skill-set and talents

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.

Transitions

Where appropriate, children who require enhanced transition from/to pre-5 or secondary establishments 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. Further information on transitions can be found in our Transition Policy.