Thornliebank Primary School & Early Learning and Childcare Centre

Additional Support for Learning Policy

Session 2017-18

Rationale

*Nurturing Growth in our Community* is the vision statement Thornliebank Primary School and ELCC, and the backbone of all approaches to support learners, including those with additional support needs. It is important that we have in place secure identification and support strategies to ensure attainment and achievement for all our pupils.Our practice is rooted in the nurture principles, including the understanding that learning happens developmentally.

The identification of learners who need additional support is the responsibility of all staff, parents and our partner agencies, including psychological services and social work. Children and their parents should be assisted through the processes of identification, planning, implementation and review.

Our Additional Support for Learning policy is underpinned by the most recent legislation and guidelines, including:

* GIRFEC: Getting It Right for Every Child (2006, and draft guidelines developed in 2016);
* The Children and Young People (Scotland) Act 2014;
* The Equality Act 2010;
* Additional Support for Learning Act (2004, amended in 2009).

We recognise that there may be a broad range of factors and circumstances, short or long term, which give rise to a child or young person requiring additional support to promote learning, progress and all round development. Examples of these factors are described in more detail in the Additional Support for Learning Act (2004, 2009) and can be found in appendix 1.

Aim

At Thornliebank Primary School & ELCC, we aim to:

* Remove barriers to learning, ensuring that all children have the support they need to work towards achieving their full potential;
* Recognise that children may need support in a wide variety of circumstances, identify and respond to issues quickly and efficiently;
* Plan, deliver and evaluate excellent learning experiences for children with Additional Support Needs;
* Work in partnership with parents, pupils and other agencies where required.

Roles and Responsibilities

**The class teacher** and dedicated ASL teacher will plan and evaluate excellent learning experiences for all. In many cases, the first step in identifying an additional support need will be an initial observation or assessment made by the class teacher. It is a responsibility of all staff working within a school to ensure that every pupil’s needs are being met. Class teachers play a central role in this, by using strategies such as:

* Observation, and assessment (formal and informal);
* Selection and differentiation of resources;
* Identification of children’s needs;
* Adaptation of teaching/ learning styles where necessary;
* Visual Supports;
* Relating tasks to children’s experiences;
* Use of ICT;
* Liaison with other staff and external agencies;
* Contribution to ASL profiles or Child’s Wellbeing Plans.

**The ASL Coordinator** has responsibility for the coordination of provision of support for children with additional support needs. She will work with colleagues to monitor pupils’ progress, provide advice and guidance, resources where required and facilitate a review calendar for Child’s Wellbeing Plans and ASL profiles. The Coordinator works to facilitate liaison with parents and partners within both education services and external agencies. They establish and attend review meetings and make appropriate referrals to other agencies. The ASN teacher, PSAs, Bilingual Support Workers and support teachers are managed and deployed to best support pupils. The ASL coordinator will carry out diagnostic profiling (for example, for the identification of dyslexia) and facilitates the annual Developmental Milestones assessments in P1. **The ASL coordinator for Thornliebank Primary School and ELCC is Gayle McDonald (Principal Teacher).**

**The Educational Psychologist** is linked with the school each session and works at allocated times to provide support and assessment for individual pupils, advice for staff and to undertake school wide project work under the direction of the ASL coordinator. Transition work is an important aspect of the role, as is working closely with parents and families. **The Educational Psychologist for Thornliebank Primary School and ELCC this session is Alison Jarvie.**

**Parents and Pupils** are encouraged to play an active role in developing targets for learning through reviews with the ASL coordinator, class teacher and other agencies as appropriate. Parents should be made aware of concerns about pupil progress and updated on supports put in place and their effectiveness. Staff will share and agree with pupils the planned targets for their learning.

**Joint Support Team** meets monthly and the core group is currently formed by the Head Teacher, ASL coordinator, ASL teacher, social worker, school nurse and educational psychologist. Other professionals will be invited to attend when appropriate. All referrals must have parental consent and parents and pupils are fully involved in decision making.

Monitoring and evaluation

Thistakes place through regular evaluative meetings for tracking, planning and self-assessment with the Head Teacher. There is an established calendar of termly meetings with ASL coordinator and class teachers, to monitor progress for pupils who have additional support needs. Pupils who are being planned for individually may have a Child’s Wellbeing Plan or Coordinated Support Plan. Other types of additional support need may be recorded on an ASL profile.

Assessment and recording

Pupil support teaching staff will undertake additional assessments for pupils with identified needs under the direction of ASN coordinator. There is a developing system for identifying dyslexia in school through collaborative assessment by the ASL coordinator, ASL teacher and educational psychologist. Advice for specialised forms of assessment will be provided as required and this will be undertaken as appropriate. A regular programme of class screening takes place in Primary 1 and 2 and findings are recorded alongside ASL paperwork.

**Date of review: August 2018**

Appendix 1

The Additional Support for Learning Act (2004, amended in 2009) gives examples of situations where children may be considered to have additional support needs.

Children and young people may:

* Have parents abusing drugs or alcohol;
* Be caring for others or be themselves parents;
* Be affected by disability;
* Encounter barriers to learning arising from a specific learning difficulty such as Dyslexia, ADHD or dyspraxia;
* Have language and communication disorders;
* Be in need of protection;
* Be bullied;
* Be experiencing difficult family circumstances, e.g. divorce or serious illness;
* Be exceptionally able as learners, or talented in particular areas, such as sport, music or art and design;
* Require support in acquiring full fluency in English;
* Have experienced a bereavement;
* Not be attending school regularly;
* Have learning disabilities;
* Have mental health problems;
* Have physical or sensory disabilities;
* Require transport or particular transport arrangements;
* Have particular emotional and social needs;
* Present challenging behaviour and may be in conflict with the law;
* Be chronically ill.

This list is by no means exhaustive, and a child may be considered to have additional support needs for *any* reason which poses a barrier to their learning and progress.