



Carleton Primary



Meeting Learners Needs

February 2026

 Happer Crescent, Glenrothes

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 <https://blogs.glowscotland.org.uk/fi/carletonps/>

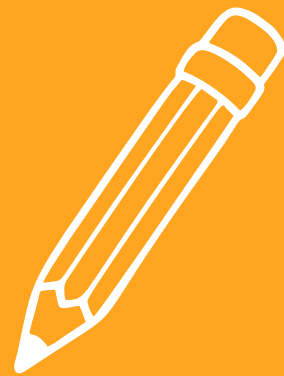


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1. Our Rationale

At Carleton Primary School, we are committed to a nurturing, inclusive and rights-respecting environment where every child, staff member and parent/carer feels valued, supported and empowered. This guidance aligns with our vision and values – Caring, Achieving and Respectful Learners – and is rooted in Getting it Right for Every Child (GIRFEC), the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended), the Equality Act 2010, and the UNCRC (Incorporation) (Scotland) Act 2024. It sets out our commitment to early identification, proportionate intervention, and collaborative planning so that every learner can achieve their potential through universal, additional, and intensive support.

Values

Our values shape everything we do:



Caring – We prioritise wellbeing, belonging and support.



Achieving – We maintain high expectations and celebrate progress



Respectful – We build positive relationships and foster a culture of mutual trust



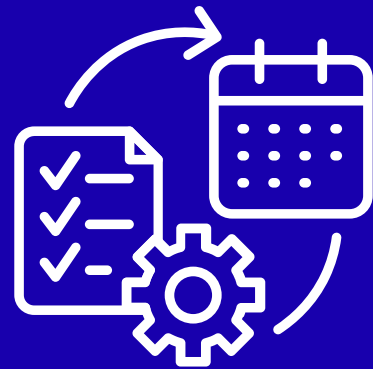
Learners – We cultivate curiosity, independence and lifelong learning.

These values are not aspirational statements; they are visible in every classroom, every lesson and every interaction

2. Identification of needs

Through effective planning, partnership and high-quality learning and teaching, we aim to ensure that every learner is supported to thrive. Staff use a range of approaches to identify barriers to learning, including:

- Ongoing formative assessment
- Analysis of attainment and progress data
- Observation of learning behaviours
- Feedback from pupils and families
- Professional dialogue and moderation

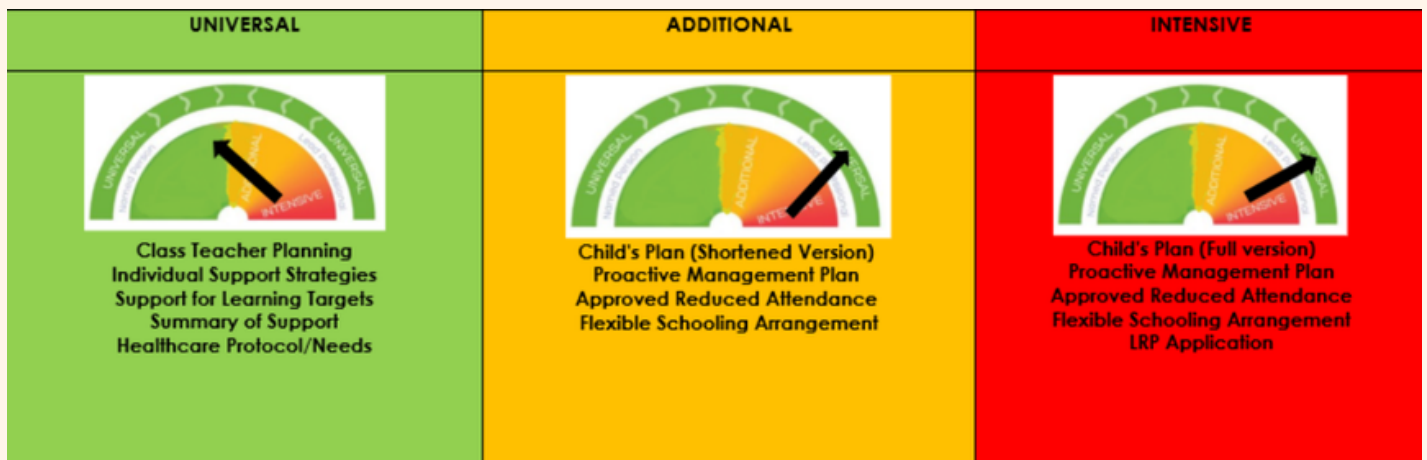


Needs may relate to:

- Learning differences (e.g. literacy, numeracy)
- Social, emotional or behavioural needs
- Health or medical needs
- Communication or language needs
- Family or environmental factors

Needs may change over time, identification is an ongoing process.

3. Our Continuum of Support



We recognise that support needs vary over time. Carleton Primary operates a continuum of support: Universal supports for all; Additional supports for some; and Intensive supports for a few. Learners may move up or down the continuum and supports are reviewed regularly.

4. Continuum explained

Universal Supports



For all learners

- Soft starts; calm time after breaks; snack for regulation; movement/brain breaks, access to sensory spaces.
- Calm corner in every class; free access to concentration aids; symbol-supported, clutter-free environments; concrete materials, CARL'S Cool box to support co and self regulation.
- Multiple ways to present learning; access to technology; accessibility features in iPads; neurodiversity awareness across P1–7.
- Use of the CIRCLE Framework to guide this approach to universal support throughout.

Additional/Targeted Supports



For some learners

- Summary of Support (stating additional support in place) coordinated by the Learning Support Teacher, Class Teacher and Learner to communicate supports/strategies required. Reviewed when appropriate.
- Individual workspaces; flexible timetables; visual schedules/Now & Next; brain-break trays; Flexible seating; movement breaks; timers and visuals.
- Clicker for writing; specific apps or technology to access and present learning
- Sensory support (weighted items); writing slopes; personalised sensory activities
- Shortened Child's Plan coordinated by the Named Person and Team Around the Child (reviewed min every 8–12 weeks).
- Involvement of partner agencies (e.g., Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS, Community Paediatrics, Supporting Learners Service, Muirhead Outreach Support Group).

Intensive Supports



For a few learners

- Full Child's Plan coordinated by a Lead Professional and Team Around the Child (reviewed every 8–12 weeks).
- Shortened Child's Plan coordinated by the Named Person and Team Around the Child (reviewed every 8–12 weeks).
- Involvement of partner agencies (e.g., Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS, Community Paediatrics, Supporting Learners Service).
- Targeted interventions, risk assessments, proactive management protocols and robust planning for safety, attendance, and behaviour.

5. Planning and Reviewing Support

Support is planned collaboratively and reviewed regularly to ensure it remains effective.

Planning may include:

- Individual support plans
- Target setting
- Monitoring of progress
- Regular review meetings

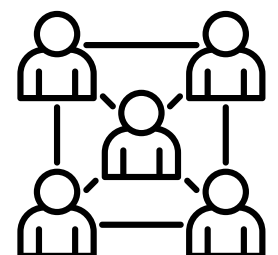
Parents, carers and learners are actively involved in planning and reviewing support.



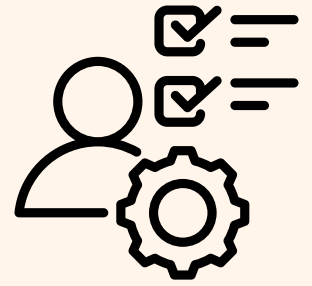
We recognise the important role families play in supporting children's learning.

The school works collaboratively with parents and carers by:

- Sharing information about progress and support
- Involving families in planning and review meetings
- Listening to parental insight about children's needs



6. Roles and Responsibilities



Supporting learners effectively requires a coordinated and collaborative approach. Staff work together to identify barriers to learning, plan appropriate support and monitor progress. Clear roles and responsibilities help ensure that support is timely, proportionate and focused on improving outcomes for children and young people.



Class Teachers

Class teachers hold primary responsibility for meeting the needs of learners in their class through inclusive learning and teaching.

Support Staff

Support staff contribute to targeted interventions and support the implementation of agreed strategies.

Senior Leaders

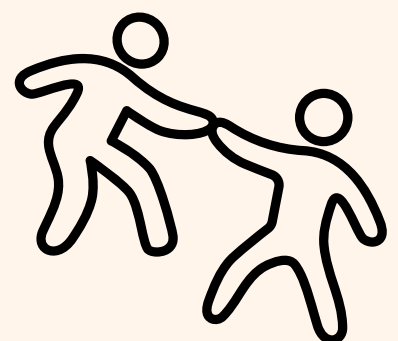
Ensure that:

- Systems for identifying needs are robust
- Support is coordinated effectively
- Staff are supported through professional learning
- Resources are allocated appropriately

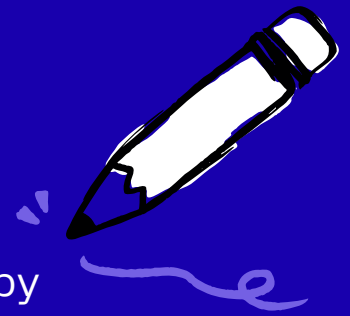
External Partners

Where required, support may involve collaboration with:

- Educational Psychology
- Health services
- Social work
- Community organisation



7. Joined up Working



Our approach to meeting learners' needs is informed by the Getting it Right for Every Child (GIRFEC) framework. This national approach places the wellbeing of children and young people at the centre of planning and support.

When considering the needs of learners, staff use the SHANARRI wellbeing indicators to help identify strengths, concerns and areas where support may be required. These indicators ensure that a child's needs are considered holistically, recognising that wellbeing and learning are closely connected.



The SHANARRI indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included



Using these indicators supports staff to take a holistic view of each learner, ensuring that planning for support considers not only attainment and progress but also wider wellbeing factors that may impact learning.

8. Policy Review

The effectiveness of this policy is monitored through:

- Analysis of attainment and progress data
- Quality assurance of learning and teaching
- Professional dialogue and moderation
- Feedback from learners, families and staff

This ensures that the school continues to develop inclusive practice and improve outcomes for all learners.

Next Review
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