Carleton Primary



Meeting Learners Needs

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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

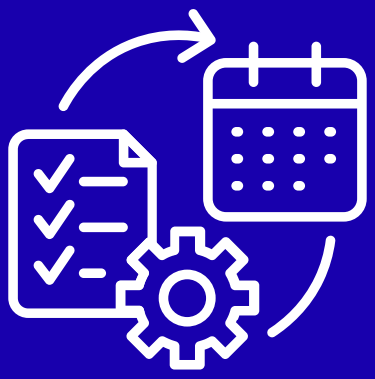
Learners – We cultivate curiosity, independence and lifelong learning.

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
- Transition information
- Observation of learning behaviours
- Feedback from pupils and families
- Professional dialogue and moderation



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

Needs may relate to:

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

3. Our Continuum of Support

UNIVERSAL	ADDITIONAL	INTENSIVE
		
Class Teacher Planning Individual Support Strategies Support for Learning Targets Summary of Support Healthcare Protocol/Needs	Child's Plan (Shortened Version) Proactive Management Plan Approved Reduced Attendance Flexible Schooling Arrangement	Child's Plan (Full version) Proactive Management Plan Approved Reduced Attendance Flexible Schooling Arrangement LRP Application



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 → In all classes

- Soft starts; calm time after breaks; snack for regulation; movement/brain breaks, access to sensory spaces.
- Calm corner in every class; free access to support and 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.
- Clear expectations set out in Zero Hero code of conduct.

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.
- 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 (eg. weighted items); writing slopes; personalised sensory activities
- Shortened Child's Plan coordinated by the Named Person and Team Around the Child (reviewed min every 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

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

5. Expected Impact and Outcomes

Support is to remove or reduce barriers and improve outcomes for learners. Support will be proportionate to identified need and will have clearly defined intended outcomes.

Successful support aims to:

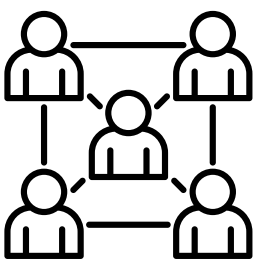
- improve progress and attainment;
- improve attendance and participation;
- increase engagement, motivation and confidence;
- improve wellbeing and readiness to learn;
- increase independence and ability to use agreed strategies;
- improve relationships, communication and self-regulation;
- reduce incidents of distressed or unsafe behaviour;
- reduce exclusions;
- increase participation in the life of the school;
- narrowing of identified attainment, participation or wellbeing gaps.



Success will be evaluated against the learner's individual starting point and agreed outcomes.

Participation in an intervention alone does not evidence impact.





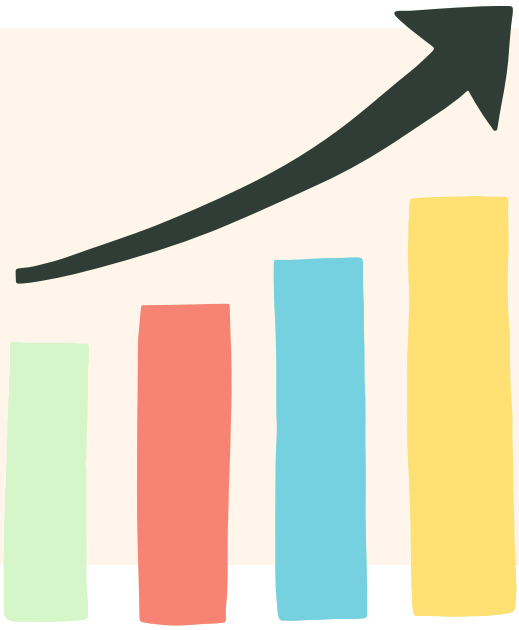
6. Planning and Reviewing

Outcome-focused planning

Support planning begins with a clear understanding of the learner's strengths, needs and current circumstances. Where targeted or intensive support is required, planning should identify:

- the barrier to learning or participation;
- relevant baseline information;
- the outcome the support is intended to achieve;
- the strategies, adjustments or interventions to be provided;
- who is responsible for delivering and coordinating support;
- how progress will be measured;
- when the support will be reviewed;
- the learner's and family's views.







Targets should be specific, meaningful, achievable, realistic and measurable. They should focus on the difference the support is expected to make, rather than simply recording the provision being delivered.

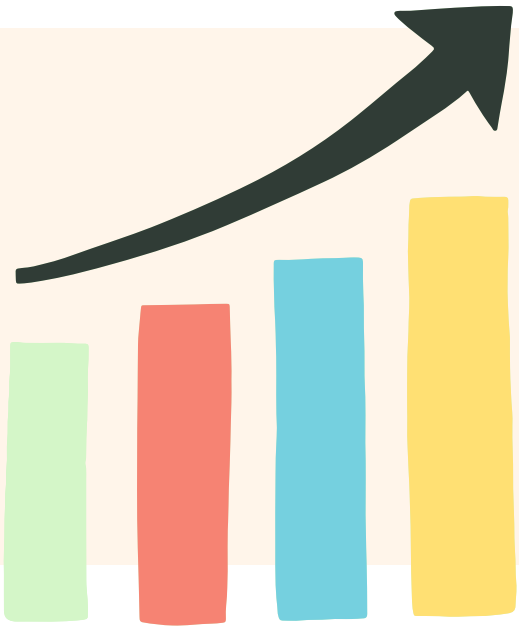
6. Planning and Reviewing

Reviewing the effectiveness of support

Support is reviewed at an agreed interval and adjusted in response to evidence. Reviews consider:

- progress from the learner's recorded starting point;
- progress towards agreed targets and outcomes;
- learner and family views;
- engagement, attendance and wellbeing information;
- assessment evidence and classroom progress;
- the consistency with which agreed strategies have been implemented;
- whether learning or skills are transferring to the classroom and other contexts;
- whether support should continue, change, reduce or end.



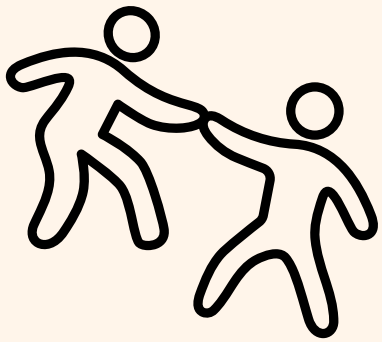




Where expected progress is not evident, staff will consider whether the identified barrier remains accurate, whether support has been implemented as intended and whether a different approach or further assessment is required.



7. Roles and Responsibilities



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
- Parents, carers and learners are actively involved in planning and reviewing support – using our parent/pupil voice resources

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:

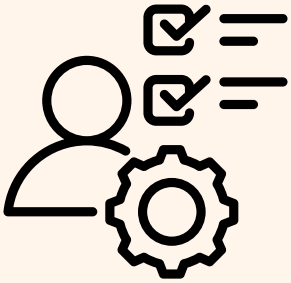
- Educational Psychology
- Health services
- Social work
- Community organisation

Learners

Learners will be supported to:

- identify their strengths, interests and what helps them learn;
- describe barriers they experience;
- contribute to decisions about strategies and support;
- participate in setting meaningful and achievable targets;
- identify how they would like adults to support them;
- reflect on their progress and the effectiveness of support;
- contribute to review meetings directly or through an agreed alternative.

8. Monitoring and Evaluation



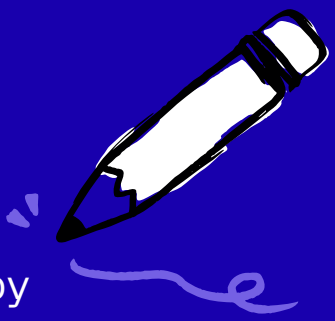
Senior leaders evaluate the effectiveness and equity of support across the school. Evidence is gathered and triangulated to determine whether support systems and interventions are improving outcomes for individuals and identified groups.

What this looks like in practice…

- review of individual plans, targets and progress;
- intervention impact reviews using baseline and follow-up evidence
- analysis of attainment and progress for targeted groups
- analysis of attainment gaps and patterns of inequity;
- attendance, lateness and exclusion information
- wellbeing, engagement and participation measures;
- learner and family feedback
- review of classroom observations, planning and learner work
- evaluation of the contribution and impact of multi-agency support
- analysis of movement between levels of the continuum.

Evidence is considered by individual learner, intervention and identified group. Leaders use findings to identify effective practice, adjust provision, allocate resources, plan professional learning and inform school improvement priorities

9. 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.

10. Policy Review

The effectiveness of this policy will be evaluated through evidence of its impact on learners. This will include analysis of attainment, attendance, exclusions, wellbeing, engagement and progress towards individual outcomes, alongside feedback from learners, families, staff and partners.

Senior leaders will consider whether support is timely, equitable, consistently implemented and resulting in improved outcomes. Findings will inform resource allocation, professional learning, partnership activity and school improvement planning.

The policy will be reviewed annually, or earlier where changes to legislation, national guidance or school evaluation evidence require this.

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Next Review
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