

Denend Primary School



Meeting Learners Needs Policy



Denend Primary School and Nursery Meeting Learners Needs Policy

Denend Primary School, Meeting Learners Needs Policy, takes its starting point from a range of documents. These include the *2009 Education (Additional Support for Learning) (Scotland) Acts*, *The Equality Act 2010*, *The Children and Young People (Scotland) Act 2014*, *Education (Scotland) Bill, March 2015*, *Fife Council Guidance for Individualised Planning Policies (2018)* and *ASN Support Manual (2016)*. This policy helps to ensure consistency of provision across the school, embracing the principle of inclusion and may be delivered in a discrete or inter-disciplinary way.

Our Meeting Learners Needs Framework recognises that we continue to meet the needs of a wide range of pupils with a variety of challenges. The emphasis for support is on Early Intervention, in order to foster the greatest chance of success for pupils to achieve their full potential. Any intervention, additional support strategies and direct involvement in learning will vary according to need, timescale or context, though it remains the responsibility of all members of staff to cater for a range of needs when planning experiences and outcomes for all our pupils.

Aims:

This policy aims to:

- Support our pupils' intellectual, social, emotional and physical development
- Involve pupils in decisions about their learning
- Involve parents in decisions about their child's learning
- Support class teachers in assessment and planning to meet the needs of all pupils
- Develop positive attitudes towards achievement
- Identify and implement appropriate support strategies to meet individual learners needs

How do we meet all pupils' needs at Denend Primary and Nursery?

Universal Planning and Supports

It is recognised that all pupils require support to help them learn and develop. The needs of the pupil should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely.

Universal planning and support starts with the ethos, climate and relationships within every learning environment. An environment which is caring, inclusive, fair and focused on delivering learning to meet individual needs will encourage all pupils to strive to meet their learning potential.

All pupils will have access to a range of support strategies within the learning environment and with the support of the class teacher they will identify which strategies help to support their learning. All pupils learn differently and therefore will require a variety of strategies available to them.

Some examples of universal supports may include:

Class teacher planning; Learning support planning; Pupil support assistant intervention; Individual timetabling; Writing slopes; Posture cushions; Pencil grips; Writing frames; Access to ICT for writing; transition; passport; Individual Learning Plan; Risk Management Plan; Lego Therapy; Kitbag;



Roles & Responsibilities when meeting learners needs:

The School Leadership Team should:

- ensure the implementation of Fife Council policies in respect of the inclusion and education of all pupils
- ensure effective provision of support for learning to achieve priorities at national, authority and school level
- support all members of staff who have responsibility for meeting the learning needs of pupils
- regularly monitor and evaluate the effectiveness of the provision
- ensure clear lines of communication are maintained between all parties involved
- consultation and referrals to agencies such as NHS, Educational Psychology

The Support for Learning Teacher should:

- consult with and support staff in identifying strategies to meet pupil needs
- teach co-operatively with class teachers
- provide short term direct tuition with focus groups or individuals
- provide staff with professional development opportunities and updates about effective practice
- communicate with the SLT about ongoing needs of pupils
- in partnership with staff, assess pupil's learning needs in a variety of ways
- consultation and referrals to agencies such as NHS, Educational Psychology

The Class Teacher/Early Years Officers should:

- ensure learning environment is inclusive and universal supports are in place to meet the needs of all pupils
- identify concerns about individual pupils progress, using the universal support checklist
- work co-operatively with various members of school staff to meet all pupils needs
- provide appropriate resources to support the needs of all pupils
- provide parents/carers ideas of how they can support their child's learning at home
- identify support strategies for all pupils to ensure they are maximising their potential
- ensure all learning tasks are appropriately differentiated to meet all pupil needs
- gather evidence for formal assessments
- plan effectively for all pupils, this will include short term targeted interventions and individual learning plans for some

Pupil Support Assistants should:

- provide support to ensure children make progress in learning
- ensure that all pupils have the recommended support resources
- give feedback to class teachers about pupil progress, to assist them in planning for next steps
- contribute to planning, where appropriate

Other agencies involved in meeting the needs of pupils should:

- work in partnership and provide expertise and advice to staff, pupils and parents
- undertake assessments and suggestions for forward planning and target setting
- attend review meetings, whenever possible, and participate in the decision making process for setting achievable targets
- provide professional development opportunities for staff

Pupils should:

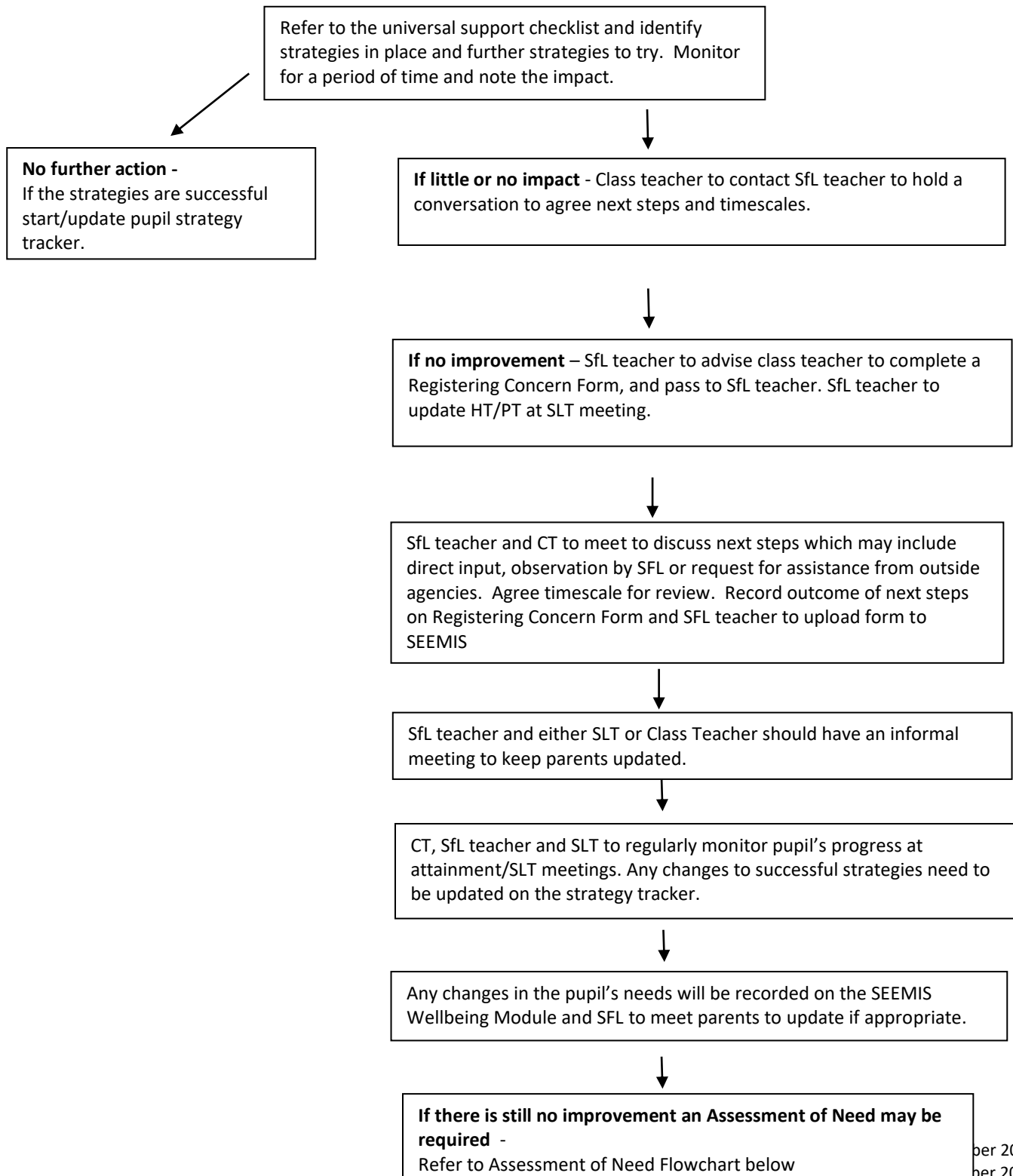
- discuss their targets with the class teacher and peers
- identify their successes and areas for development with staff
- try a range of strategies to help them to make progress in their learning
- develop an increasing awareness of the supports and strategies which help with their learning

Parents/carers should:

- from the time of enrolment ensure that the school has all relevant information about their child
- maintain good communication with the school and support their child through any challenges that arise
- take an active role in all aspects of their child’s learning
- share any concerns about their child’s progress with the class teacher or Support for Learning teacher
- attend any meetings arranged with school or other agencies regarding their child’s education
- recognise the importance of home and school working together to ensure the best outcome for their child

Meeting Learners Needs Pathway

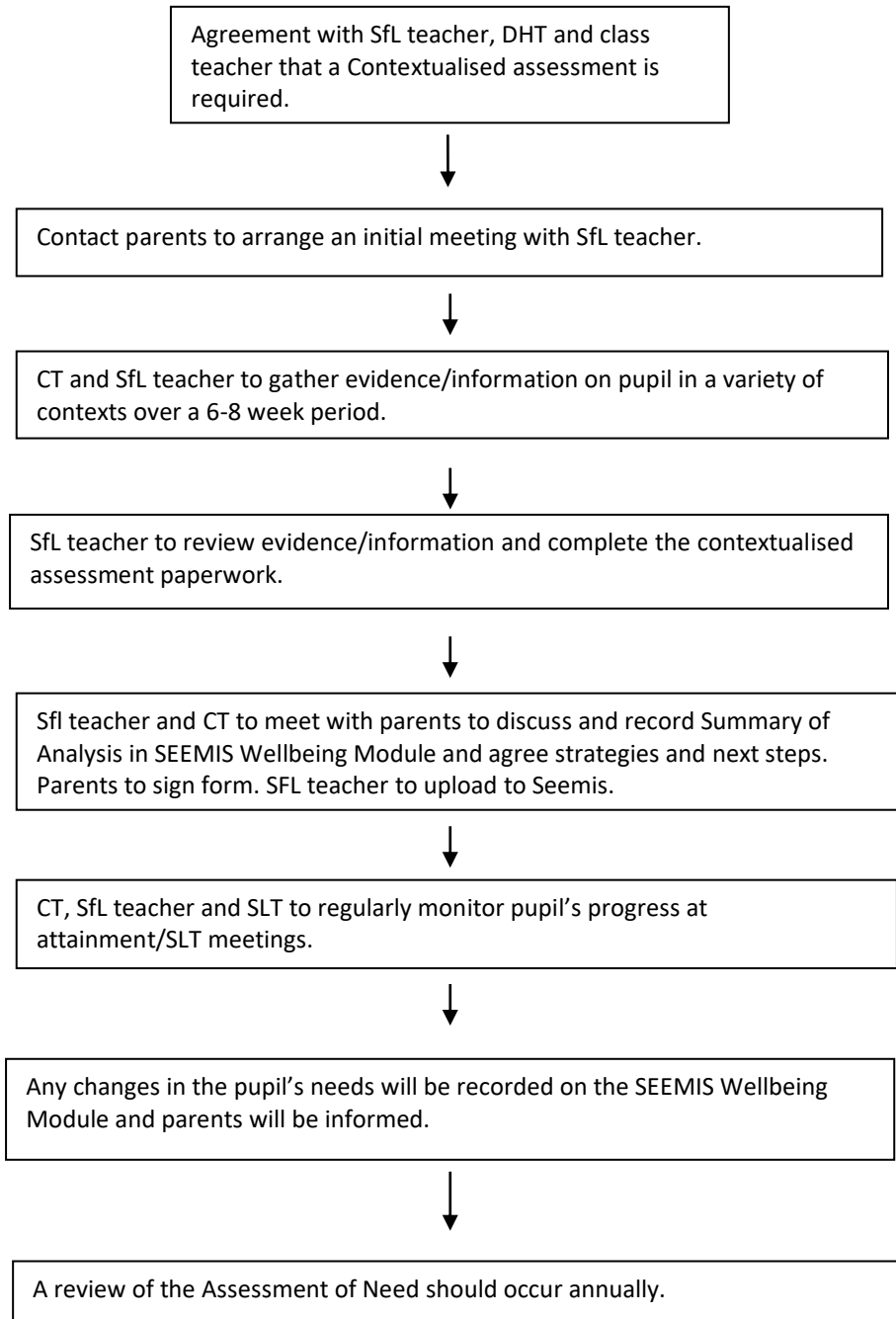
As a Class Teacher, if you have concerns about a pupil’s progress use the flowchart below to help identify next steps.





Assessment of Need

If after a period of monitoring and trying a range of universal supports and requests for assistance from outside agencies (where appropriate) it will be necessary to carry out an assessment of need. This will ensure that information is gathered from a variety of contexts and will allow us to put in place appropriate strategies to support the pupil's learning needs. Below details the steps required for an assessment of need.



Guidance for Staff and Parents

What does an inclusive classroom look like at Denend Primary?

Highlighted within the GIRFEC framework all pupils should have access to universal supports as and when required and this would ensure that a class setting was inclusive for all pupils and would enable their learning needs to be met. Within Denend Primary we refer to the '*How inclusive is your classroom*' framework issued by the Fife Support for Learning Team. Below are some of the key supports that should be available to pupils.

- Clutter free, organised and tidy setting
- Class visual timetable/symbolised environment – consistent across the school
- Appropriate word bank available for tasks
- Comfortable floor seating area
- Furniture at correct height
- Clear labelling of all resources
- Class charter with teacher and pupil expectations agreed, displayed and adhered to
- Access to a quiet area within the class area
- Visual supports – timetables, written prompts, writing prompts for extended writing
- Acceptable noise level modelled and consistently expected
- A variety of support resources readily available e.g. dictionaries, number lines, calculators, writing slopes, move 'n' sit cushions
- Access to ICT to support writing and reading e.g. Wordtalk, Clicker and Ivona
- Effective differentiation, with appropriate scaffolding, for all learning tasks

How do we assess learner's needs at Denend Primary?

At Denend Primary all pupils will engage in informal, on-going assessments as part of their daily learning experiences. To ensure that we are meeting all learners' needs the more formal assessment procedures detailed below will also be used. The data gathered from these assessments allow us to identify relevant next steps for pupils and a potential focus for school improvement.

- Teacher professional judgement to identify Curriculum for Excellence levels, throughout the session. This is collated by the Scottish Government in June each year.
- *National Standardised Assessments* for all pupils in P4 and P7 pupils. This includes a reading, writing and numeracy assessment.
- Pupils in P1 complete an Online literacy and numeracy assessment at the start and end of Primary 1
- All pupils in P3-7 will complete a Schonell Spelling and Holborn Reading assessment twice a year, in August and then again in February.
- For pupils who are off track with reading and spelling a targeted intervention such as IDL online programme will be used. Pupils can access both in school and at home.

What will planning for learning look like at Denend Primary?

Planning for pupil learning will be in the form of long, medium and short term planning. For the majority of our pupil's class planning will be sufficient in meeting learners needs and will provide appropriate learning targets and supports through effective differentiation. However, some learners will require an additional layer of planning for a period of time. This may include:

- **Short term targeted planning:** The class teacher may identify an individual or group of pupils who would benefit from a specific targeted intervention for a short period of time. This would be detailed in the class planning, the SFL teacher may provide ideas and resources for this.
- **Support for learning planning:** It may be necessary for a pupil to participate in a short direct tuition block with the Support for Learning teacher, either as an individual or part of a small group. The SFL teacher would have responsibility for this planning and would be shared with the class teacher as this is additional planning to the class teacher planning.
- **Child's plan:** For some pupils learning/wellbeing needs may require multi-agency planning in the form of a Child's plan. The plan will be reviewed regularly and will include SMART targets and success criteria. This

will be chaired by a member of SLT and include the pupil, parent, CT, PSA an/or SFL teacher in the planning process.

How do we Register Concerns about a child's progress?

The Supporting Learners Needs Pathway flowchart details the steps that will be taken to register the needs of a pupil.

What is an Assessment of Need?

An Assessment of Need is a collaborative method of assessment which looks at a pupil in all areas of their learning and beyond. It draws assessment information from a range of contexts – social, curricular, physical and with varying types and levels of support. It involves talking and listening to the pupil, the family, any professionals involved, observing the pupil in a variety of school contexts, analysing work and working with them. It takes place over a period of time, over a number of contexts, is not a one-off, and is part of a cycle of assessment, planning, doing and review. This collection of evidence provides a true picture of the young person over a period of time highlighting how they learn, any identified strengths and area of development and the teaching approaches and strategies to which they best respond. Both education staff and parents can request an Assessment of Need.

What is a Co-ordinated Support Plan (CSP)?

A small number of children have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from education and other agencies. These pupils may require a “Co-ordinated Support Plan” (CSP). The CSP is a statutory document which will be subject to regular monitoring and review.

The criteria for a CSP:

- ***an education authority is responsible for the school education of a child***
- ***the child has additional support needs arising from one or more factors or multiple factors***
- ***those needs are likely to continue for a year or more***
- ***those needs require significant additional support to be provided by***
 - i) the education authority***
 - ii) one or more appropriate agency + the education authority themselves***

The CSP is prepared by all agencies involved with regard to the Code of Practice for Supporting Children's Learning and as with all planning and target setting all interested parties will be involved in the planning and reviewing of the document.

At points of transition

At different points of transition, it is important to ensure that relevant and appropriate data is shared to ensure that all pupil's needs continue to be met. At Denend Primary the pupil strategy tracker and assessment of Need (Summary of Analysis) should be shared with the next class teacher, who will have responsibility for planning for the child's learning. When transitioning to a new school a summary of assessment arrangements required and the strategy tracker will be uploaded to SEEMIS for the pupils who have required any additional intervention as detailed in the pathway.