###### Donibristle Primary School and Nursery



**Support for Learning**

**Policy Statement**

**Support for Learning Policy**

***‘Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide’.***

***Building the Curriculum 3***

*November 2023*

*Review date: August 2024*

***Rationale***

About a third of all children and young people in Scotland are recognised as having additional support needs. While all children receive support with their learning, some require an additional layer of targeted support and the need to remove barriers to learning to ensure all children’s needs are met.

Our approach 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.

This policy takes its starting point from a range of documents. These include the *2009 Education (Additional* Primary School, Meeting Learners’ Needs Policy *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 can be delivered in a discrete or inter-disciplinary way.

***How do we meet all pupils’ needs at Donibristle Primary?***

Meeting the needs of all learners is not a new focus. The needs of the pupil should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely.

Ensuring that the needs of all learners are assessed and successfully addressed is at the heart of any teacher’s work. 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.

***What does an inclusive classroom look like at Donibristle 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.

In considering how we create inclusive classrooms, we have made refence to the CIRCLE Framework. An inclusive classroom is dependent on the physical environment (objects and spaces), the social environment (people and how they interact) and structures and routines that are in that environment. All of these impact on the motivation, organisation, and participation of learners.

The Physical Environment

* Good accessibility to space which is barrier free, clutter free and organised.
* Variety of areas and seating available when needed.
* Comfortable sensory conditions, acceptable noise level modelled and consistently expected.
* Use of visual supports meeting individual needs consistently used and applied- class visual timetables and a symbolised environment consistent across the school.
* Easy access to and clear labelling of learning resources such as dictionaries, number lines, calculators, literacy mats, numeracy mats, recordable devices and privacy boards.
* ICT supports such as Immersive Reader and Dictate are used to support learners.

The Social Environment

* Staff and peers are actively developing and modelling empathy and inclusiveness,
* Support using prompts, encouragement and demonstration takes account of different needs and promotes independence over time.
* There are good relationships with opportunities for social interaction- Class charter with teacher and pupil expectations agreed, displayed and adhered too.
* Information is provided in a variety of formats.
* Learners are actively involved in developing the class ethos, target setting and self-assessment.

The Structures and Routines

* Teaching activities allow for appropriate differentiation and challenge
* Expectations are clear
* Learning activities take account for learners' interests and cultures
* Consistent structured routines with good preparation for change
* Learners are included in decision making

***How do we assess learner’s needs at Donibristle 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.
* *Scottish National Standardised Assessments* for all pupils in Primaries 4, 7 and S3. Pupils in P4 and P7 complete a reading, writing and numeracy assessment.
* Pupils in P1 in Fife complete an online assessment called BASE for literacy and numeracy in September and then again in May. This is used as a baseline assessment and then an assessment to track progress over the first year.
* All pupils in P2-7 will complete a *Single Word Spelling Test* once a year
* All pupils in P2-7 will complete PTE and PTM GL assessments in February each year.
* For pupils who are off track with reading and spelling targeted intervention approach implemented in consultation with SLT and CT.

***What will planning for learning look like at Donibristle 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 and DHT for the department and the SfL teacher would be aware of 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 share this with the class teacher as this is additional planning to the class teacher planning.

***Transitions***

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. For some children, the Pupil Summary of Support will be shared with the next class teacher, who will have responsibility for planning for the child’s learning. Some children may also have a transition passport to support them. When transitioning to a new school the Pupil Summary of Support and attainment data will be uploaded to SEEMIS for the pupils who have required any additional intervention as detailed in the pathway.

***Targeted Support***

If there is a concern relating to a child’s learning then the class teacher will complete a Registering Concern Form and submit to the SfL team. The SfL team will work with the class teacher to identify what the needs are and plan support interventions to address concern. The team will discuss the pupil profile and identify next steps and progress will be monitored. The child’s views will be shared and parents will be informed that there is a concern raised.

If closer assessment is deemed necessary, the SfL team will discuss this further with parents/carers and agree to complete a contextual assessment, trial an intervention or consult with outside agencies. If external support is required, the school will submit a Request for Assistance for this. We only do this when we have had parental consent.

During discussions, we will assess if the school need to create a child’s plan to assess against the Wellbeing indicators and to ensure the team around the child is clear on how to support the child best.

Additional to class teacher, to ensure all learning needs are met, Support for Learning staff will

* recognise when additional support is needed, providing a system for identification and consultation.
* work together with pupils, parents and partner agencies (where appropriate) to plan support, use strategies and resources to ensure equitable access to the curriculum.
* create an ethos where each child is valued, respected and is involved in the planning and review process.
* take a holistic view.

Parents are regularly consulted and updated regarding their child’s support needs. The SfL team meet with some parents during parent/teacher interviews to discuss support plans and progress. For some children, there will also be planned reviews that take place.

Interventions and progress will be recorded on individual pupil chronologies. Supports will be regularly reviewed and updated in order to continue to meet the needs of the child. There are opportunities across the year at Support for Learning consultations with class teachers and tracking meetings with the SLT to discuss and review any concern relating to Support for Learning.

***Available Supports***

We have a range of support groups that are available if and when children need them. Support is allocated by the Support for Learning team based on information from class teachers and parents. For most cases, groups run for a short period of time during the school day.

* Anxiety Groups
* Resilience Groups
* Seasons for Growth
* Lego Therapy
* Reading to the Dog (Therapy Pets)
* Kitbag
* Emotion Works
* Fine / Gross Motor Groups
* Toe by Toe Support (Literacy)
* Hornet (Literacy)
* IDL (Literacy and Numeracy)

***Partnerships with outside agencies***

Working closely with outside partners is key to meeting the needs of all children. We have clear systems of regular reviews, involving partners and parents to ensure children’s barriers are identified and reduced. We work closely with NHS staff in paediatrics, Speech and Language, Occupational Health, Educational Psychology, CAMHS, Physiotherapy and the School Nursing Service.

***Care Experienced***

A child has additional support needs if the child or young person is Care Experienced and looked after by a local authority. All staff in Donibristle Primary School have an awareness and understanding of the care and support available for Care Experienced children.

In line with the principles of the Promise, we support to children who are care experienced by:

* minimising barriers to allow them to engage with education,
* building and supporting positive relationships,
* knowing and valuing their individual needs,
* ensuring robust tracking of attendance and attainment so there is early support intervention,
* ensuring children will always have consistent and responsive access to a person of trust throughout primary school experience,
* ensuring that care experienced children will have all they need to thrive at school,
* supporting children’s transitions to high school to ensure continuity of a positive destination.

***Donibristle Support for Learning Team***

Keighley Allan – Support for Learning teacher

Charlotte Cross – Support for Learning teacher (Tuesday)

**Pupil Support Assistants**

Susan Bringhurst Jill Ingram Gillian Hunter

Anita Buttolph Amanda Logan

Andrea Goodwin Lesley Hamilton

**Our link Educational Psychologist is** Debbie Ure

***The Four Roles of the Support for Learning Teacher***

1. **Support Learning and Teaching**
* The SfL Team will hold termly consultations with Class Teachers to discuss and identify where support is required.
* The SFL Team will support Class Teachers through shared planning and team-teaching (where applicable)
1. **Consultancy with All Stakeholders**
* The SfL Team will communicate regularly with parents and carers and where appropriate, will consult with Educational Psychology, Speech and Language, Occupational Therapy, Community Paediatricians, CAMHS, Family Support Service, the Sleep Clinic as well as other supportive charities**.**
* Where appropriate, the SFL Team will carry out contextualised assessments where a barrier to learning has been identified**.**
* Where appropriate, the SfL Team will carry out referrals to external pathways and support, to ensure the needs of all learners are met**.**
1. **Direct Tuition and Support**
* The SfL Team will lead targeted intervention work with identified pupils and support PSA staff to deliver interventions.
1. **Staff Curriculum / Development**
* The SfL Team will attend Professional Learning opportunities and cascade this learning to staff in order to meet the needs of the school.
* The SfL Team will deliver training to Teaching and PSA staff at staff meetings and INSET DAYS at various points throughout the year.

**If there is still no improvement, SfL and DHT to arrange a meeting with parents to discuss.**

A Child’s Plan may be created

**OR**

Start Contextual Assessment

SfL teacher to upload Registering Concern form to SEEMIS

**If little or no impact** - Class teacher to discuss/email DHT to arrange a consultation meeting to identify strategies and universal supports that may help. CT to update chronology and agree a time to review. This step could be repeated. Class teachers to make use of advice lines for SaLT, Occupational Therapy, CAMHS and Physiotherapy,.

**If no improvement** – SLT to advise class teacher tocomplete a Registering Concern Form. DHT to update SfL teacher and agree who will put in any RFA if required at this point.

SfL teacher, DHT and CT to identify what strategies have been tried and what can be tried next. This may include request for assistance from outside agencies. Agree timescale for review. Record outcome of next steps on Registering Concern Form. CT records any further strategies on ROS.

SfL teacher and either DHT or Class Teacher should have an informal meeting or phone call to keep parents updated.