



Support for Learning Policy – St Leonards Primary School

December 2025

About Additional Support Needs – Education Scotland

The Additional Support for Learning legislation provides the framework underpinning the system in Scotland for supporting children and young people in their education, and their families. This framework is inclusive in its approach and is based on the concept of additional support needs. This term applies to children and young people who, for whatever reason, require additional support, long or short term, to help them make the most of their education.

Rationale

Our school policy and procedures outline how St Leonard's Primary School will meet our duties under ASfL legislation. The policy provides information about learning opportunities for all children. This is dependent on successful working partnerships with parents, carers, staff, and pupils. The policy is built on the principles within The Additional Support for Learning (Scotland) Acts 2004 and 2009 and Fife Council Policy and procedures. We believe that all children learn in diverse ways and may require additional support for a variety of reasons, at different times in their education. These factors fall broadly into four overlapping themes:

- learning environment
- family circumstances
- disability or health need
- social and emotional factors.

The same factor may have different impacts on individual learning; therefore, support strategies may vary to meet individual needs. For some children, the support they will require will be short term and others may need longer lasting support.

Complex or multiple additional support needs agencies which support us at St Leonards include:

- Educational Psychology
- Speech and Language Therapy
- Social Work
- NHS Paediatrics
- CAHMS Team
- Autism Spectrum Information and Support Team (ASIST)

Getting It Right for Every Child

GIRFEC promotes an integrated, common approach to understanding and developing children's wellbeing. It supports practice to ensure action can be taken as early as possible to improve outcomes for the child or young person. It also supports the recording of information in a consistent way, allowing it to be collated to provide a shared understanding of the needs of a child or young person. The following

wellbeing indicators underpin all assessment of young people's needs; these are often referred to as SHANARRI:

Safe: Children and young people are protected from abuse, neglect or harm at home, school and in the community.

Healthy: Children and young people have the highest attainable standards of physical and mental health, as well as access to suitable health care and support that can assist healthy and safe choices being made.

Achieving: Children and young people are supported and guided in their learning and in the development of their skills, confidence, and self-esteem at home, at school and community.

Nurtured: Children and young people have a nurturing place to live, in a family setting with additional help if required or where this is not possible are placed in a suitable caring environment.

Active: Children and young people have opportunities to take part in activities such as play, recreation and sport – all contributing to healthy growth and development at home and in the community.

Respected & Responsible: Children and young people are encouraged to have an active and responsible role within their family, school, and community.

Included: Children and young people receive assistance to overcome social, educational, physical, and economic inequalities and are accepted as part of the community where they live and learn.

IDENTIFYING ADDITIONAL SUPPORT NEEDS

Learning needs are identified in St Leonard's through observation, daily assessment of progress using Assessment for Learning strategies, periodic (termly) assessments in reading, Writing, Listening & Talking, and Numeracy. Diagnostic assessments are used as well as Scottish National Standardised Assessments in P4 and P7 and BASE assessments in P1. Pupil progress is tracked and monitored. If barriers or gaps emerge for an individual child or a group, this is addressed through Universal Support Strategies identified by the class teacher (See Appendix I). Class teachers will record strategies tried and monitor their effectiveness. St Leonard's "Continuum of Support" (Appendix II) clearly shows the levels of support available for learners.

At St Leonard's we have one Support for Learning Teacher; Mrs Natalie Rooney with 3 days per week allocated. The number of hours allocated for a Support for Learning Teacher is allocated centrally and is based on the school roll.

When children continue to have difficulty despite interventions by the class teacher, they may be referred to the Support for Learning Teacher. Class Teachers will complete a "Referral to SFL" form. The Support for Learning Teacher will gather information from the class teacher and carry out a **Contextual Assessment**. This is a

process which involves classroom observations, evidence gathering, consultation with parents/carers and further assessments. This can take 8-12 weeks. We collaborate with parents to understand a child's needs and they are actively involved in identifying next steps. Children's views are gathered through questionnaires. The results of this assessment will be written into a report and is uploaded onto the school IT recording system, Seemis. The report will be shared with parents/carers and all staff who work with the pupil. The report will identify areas of strength as well as needs and will make recommendations to support the child in their learning. These supports may be at a *Universal, Additional or Intensive* level.

A **Summary of Support** will be created to show the key supports put in place for that child. These supports will be reviewed regularly. Sometimes it may be necessary to refer pupils for help from outside agencies. This will require a SHANARRI assessment to be created and it may be decided that the child will require a **Child's Plan** so that their support is carefully co-ordinated, planned for, and evaluated. This may be the shortened version or full version depending on whether social work participates in the child's planning.

A **Co-ordinated Support Plan (CSP)** is a statutory document drawn up for children and young people with the most complex and enduring additional support needs, where a high degree of co-ordination of support from education service agencies and other agencies outwith education is required. The Team around the child will identify if this level of planning is appropriate.

Pupils who are at risk of significantly harming themselves or others may require a **Proactive Management Plan** to be created. This would be carefully planned with the support of the link Educational Psychologist, the Headteacher, school staff and parents/carers. Pupils are always active in determining what support is required and to identify strategies to do this.

Responsibilities:

The Headteacher has overall strategic responsibility for the Support for Learning and Wellbeing Policy.

Class Teacher

The role of the class teacher is to:

- Create Universal and targeted support plans for pupils.
- Plan, assess and evaluate the range of learning needs within their class in consultation with the Headteacher.
- Record pupil progress and the impact of Universal Support strategies.
- Participate in Team Around the Child meetings as required.
- Participate in and contribute to professional learning.
- Consult with parents and pupils through reviews and teacher/parent meetings when required.
- Report on progress and achievement.
- Complete SHANARRI assessments when required.
- Complete information requests from other supporting agencies who may work with the child.
- Ensure support staff are aware of targets and strategies for specific pupils in class.

Support for Learning Teacher:

- Maintain plans and notes of all meetings.
- Timetable support and discussions with staff.
- Consult with external agencies, including the link Educational Psychologist.
- Direct support of staff and identifying opportunities for professional development.
- Writing and managing referrals to additional support services.
- Supporting staff and management to develop the capacity to meet the needs of all learners particularly those with additional support needs.
- Leading the planning and record keeping for specific pupils with additional support needs.
- Participate in Team Around the Child meetings as required.
- Consult with parents and pupils through reviews and teacher/parent meetings when required.
- Reading and critically engaging with professional literature, educational research and policy to identify ways to support learners.

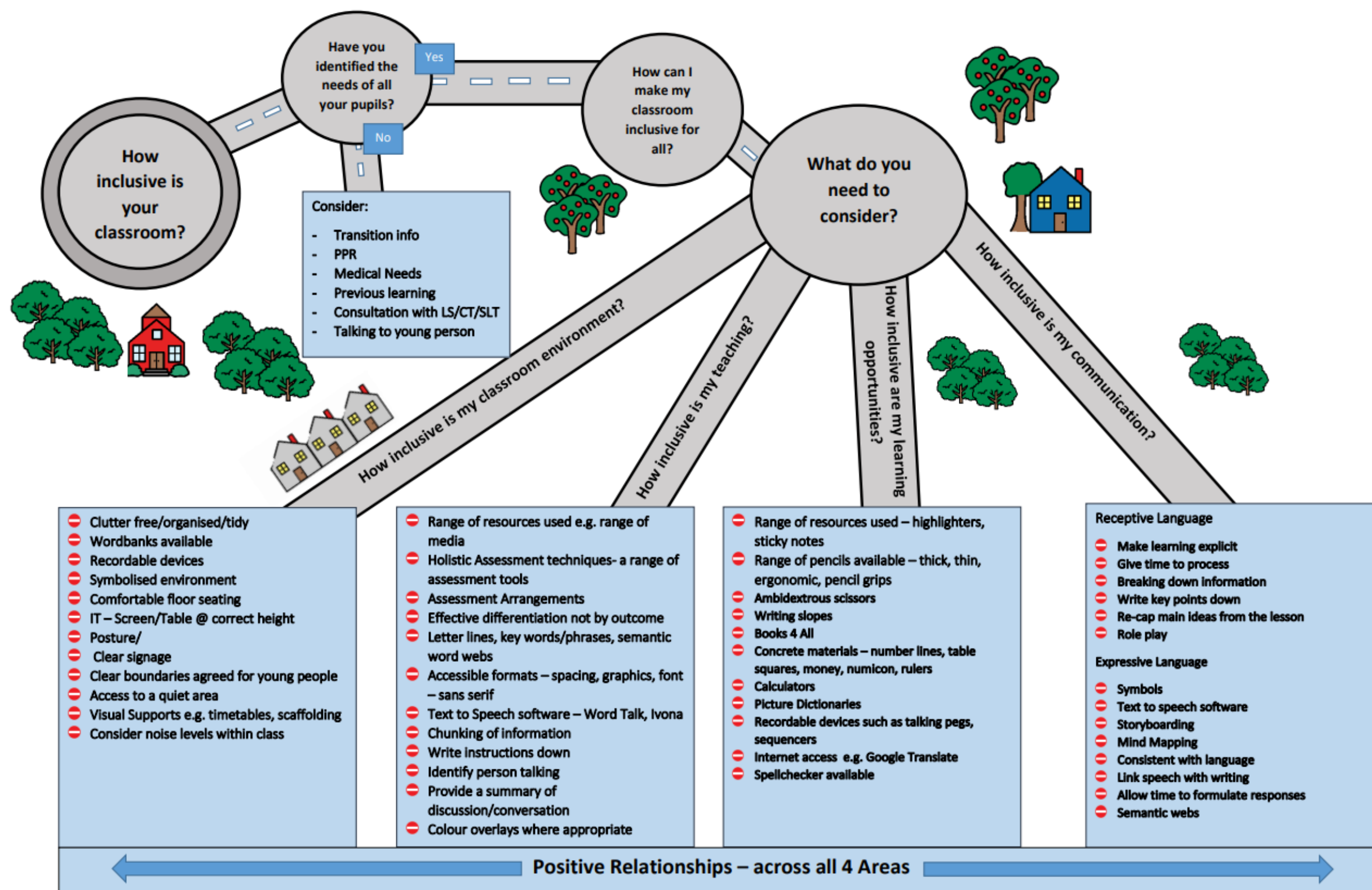
Support Staff:

- Support staff will support the wellbeing and learning of children and young people, as directed by the senior leadership team and class teachers. Support staff will be allocated and timetabled on a needs basis.
- They will be aware of additional support strategies for the pupils they work with.
- Will communicate progress with pupil's class teacher.
- May work one to one or with small groups of children.
- Support may be provided inside the class or in alternative locations.

Parents/Carers

Parents who have any concerns regarding the wellbeing of their child should contact the class teacher in the first instance via the school office or contact the headteacher.

APPENDIX I – Universal Support Strategies



APPENDIX II – Continuum of Support

