



Annette Street Primary School

Additional Support for Learning Policy

Background

The Council's policy 'Every Child is Included and Supported' recognises that there may be a broad range of factors and circumstances, over the short or long term which give rise to a child or young person requiring additional support to promote learning and all round development.

Our school policy has been developed in line with this wider policy and with the current legislation including:

- GIRFEC: Getting It Right for Every Child (Updated July 2017)
- The Children and Young People (Scotland) Act 2014
- The Equality Act 2010
- Additional Support for Learning Act (2004, amended in 2009)

Rationale

This policy outlines how Annette Street Primary will meet our duties and responsibilities under current legislation. It summarises the range of strategies and procedures in place to support children with additional support needs.

We promote equality and inclusion, as outlined in our school's vision, values and aims. We treat each and every child as an individual, encouraging and supporting them to set and meet specific targets. All stakeholders play an important part in achieving success for our children and young people, so we strive to actively work together with teaching staff, support staff, pupils, parents and carers at all times. Our ongoing positive relationships are central to the successful implementation of this policy.

Aims

Through implementation of this policy we aim to:

- Remove barriers to learning, ensuring that all children have the support they need to work towards achieving their full potential
- Recognise that children may need support in a wide variety of circumstances, identify and respond to issues quickly and efficiently
- Plan, deliver and evaluate effective learning experiences for children with Additional Support Needs
- Work in partnership with parents, pupils and other agencies where required

Effective Teaching and learning

All pupils are entitled to receive appropriate support to enable them to learn effectively. The first and essential sources of this support within every school are the classroom teachers. It is class teachers, based on their knowledge of and relationship with pupils, who carry the primary responsibility for using curriculum guidelines and for deploying and managing resources to support and develop each individual's learning. Occasions may arise where additional support for learning is required from colleagues within and out with the school.

Through thorough forward planning, the class teacher is responsible for providing differentiated activities within the learning environment to ensure all pupils have access to all aspects of the curriculum.

A variety of teaching styles and the use of teaching for effective learning strategies should be employed to provide a balance of class, group, paired and individual learning opportunities. Pace and challenge should be suited to individual needs and greater access to the curriculum should be facilitated by the use of ICT resources and opportunities for outdoor learning.

Steps for Identification and Assessment

In most cases, the first step in identifying an additional support need will be an initial observation or assessment made by the class/group teacher. The class teacher should then discuss their concerns with the DHT as early as possible. Concerns will also be discussed at planning/tracking meetings and meetings with stage partners where children work with several teachers. At this point, strategies may be suggested to try in the class.

The DHT may then carry out additional observations and assessments. They will work with the class teacher to develop a Wellbeing Assessment and Plan (WAP) in line with GIRFEC guidelines. A WAP captures information about the child under the wellbeing indicators (safe, healthy, achieving, nurtured, active, responsible, respected and included), building a full picture of the child's needs. It provides a space to record input from other agencies, as well as long-term and short-term targets for the child, agreed in partnership with the pupil and parent/ carer.

Staged Intervention

Where the school identifies needs which require additional intervention and support, the process of 'Staged Intervention' will begin, to determine the level of support required.

Stage 1

These pupils are recognised as having additional support needs which can be managed by the class/group teacher.

Strategies may include using differentiation in the curriculum, PSA support, seeking advice from ASL co-ordinator/ EAL teachers, or adapting resources. Forward planning should include details of strategies used.

Stage 2

These pupils require specific support for learning over a sustained period, at a level beyond that which can easily be provided only by the class teacher. In Annette Street, this applies to pupils who receive 'targeted' Additional Support for Learning from our EAL Staff and pupils who work in flexible groupings with several teachers in order to support their EAL needs. Details of the support strategies should be included in forward plans, and targets should be regularly tracked and monitored. In the case of pupils who need support other than EAL, an internal Learning and Support form should be completed and the teacher and DHT consult on appropriate support strategies. The DHT may arrange further assessment if necessary.

Stage 3

Plans at this level are drawn up because the needs of a child cannot fully be met by staff in the establishment and support is sought from other Education Services. The teacher should complete an internal Learning and Support Referral Form and a Wellbeing Assessment Plan should be completed to record factors giving rise to the need for additional support.

Partnership working is key at Stage 3 intervention, and details of all partners involved should be clearly noted on the child's WAP, along with their role. Long term and short term targets should be planned, considering input from the pupil and their parents/ carers, then evaluated and reviewed on a regular basis.

Stage 4

Pupils requiring support at Stage 4 have needs which can only be met by working closely with other services out with education. Examples of agencies involved may include social work, psychological services, young carers or health services. Support is as stage 3, with wider consultation and shared communication. Pupils at stage 4 of the framework may also have a Co-ordinated Support Plan (CSP), and this will be considered on an individual basis.

LAAC

The ASN Coordinator should carefully monitor the attendance, progress, attainment and wellbeing of children who are LAAC. Through this monitoring and in consultation with children, parents and partner agencies, it will be determined if additional support is necessary. A WAP should be drawn up and reviewed as for Stage 3 and Stage 4.

Review meetings

Children who have a WAP will have their targets and strategies reviewed on a regular basis. In addition to this, formal review meetings will be held at least once a year. Parents, the class teacher and the ASL co-ordinator will meet to discuss progress, and make any improvements to the WAP. The pupil will, where appropriate, be invited to attend and contribute to at least the planning and target-setting element of the meeting.

CSP

The intervention of sustained multi-agency support, where the support is projected to last over 12 months, may meet the criteria for consideration being given to opening a Co-ordinated Support Plan (CSP). Procedures for this situation are outlined in Glasgow City Council's Every Child is Included Policy.

Record Keeping

- An up-to-date overview of the ASN in each class is included in the Pastoral Folders. A whole school overview is available in the SMT Folder on the shared area and a hard copy held by the DHT.
- The DHT has overall responsibility for pupils' WAPs.
- WAPs are held centrally on the SEEMIS system, and a "hard" copy is also held by the DHT.
- The class teacher will be responsible for reviewing and adapting long-term and short-term targets, at agreed intervals throughout the year.
- The target pages from the WAPs will also be kept by the class teacher in the Forward Plan/ Pastoral Folder, to monitor progress towards short term targets.
- Pupils who are referred to other agencies will have letters, assessments and evaluations held by the DHT.

Transitions

The DHT is the main point of contact during the process of transfer for children with Additional Support Needs. During the transition process the DHT will collaborate with key professionals to ensure continued provision for the child and parents will be supported through an enhanced transition processes as outlined in council policy.

Partnership With Parents

In Annette Street Primary, we are committed to working closely with parents/ carers to ensure they are fully involved at all stages regarding additional support needs. We strive to have clear and open lines of communication with our families, and ensure we work in partnership to develop pupil plans and set targets. Many of our parents need to communicate in a language other than English, and we make appropriate arrangements to enable them to participate fully in meetings to discuss their child's needs. Parents/ carers who have a disability which makes attendance to a meeting difficult, will be offered alternative means of contact. Parents/ carers and young people have the right to have a supporter or advocate present at any meeting where the needs of a child are being discussed.

Roles and Responsibilities

Head Teacher (Child Protection Co-ordinator and Named Person)

The Head Teacher has the overall responsibility for the provision of effective additional support for learning, supported by the ASN Co-ordinator (DHT), and for the monitoring and evaluation of procedures as detailed in the policy statement. The Head Teacher is also the Child Protection Co-ordinator and Named Person.

Depute Head Teacher (ASN Co-ordinator/ Lead Professional)

The Depute Head Teacher has overall responsibility for the co-ordination of learning support provision throughout the school. This will involve:

- ~ Supporting Class Teachers in fulfilling their role by ensuring appropriate support structures are in place.
- ~ Identifying pupils who have additional support needs through liaison with the Head Teacher, Class Teachers and Parents/Carers, including more able children and children with English as an Additional Language (EAL)
- ~ Giving advice and guidance to Class Teachers with regard to support strategies and resources.
- ~ Devising and monitoring the effectiveness of support programmes.
- ~ Administration of screening and diagnostic procedures.
- ~ Co-operative and direct teaching of pupils with additional support needs.
- ~ Supporting staff in setting WAP targets and formulation of WAPs and plans
- ~ Monitoring and assessing targets in conjunction with Class Teachers and Principal Teachers.
- ~ Maintenance of records.
- ~ Initiating, reviewing and producing CSPs
- ~ Liaising with Educational Psychologists, other outside agencies, and visiting specialists
- ~ Annual whole school audit of ASN provision
- ~ Regular feedback to the Head Teacher on ASN and related issues.

Principal Teachers

Principal Teachers have responsibility within their delegated areas to support Class Teachers in ASN provision. This may involve working with target groups or team teaching to support the needs of a child in the learning environment and may include:

- ~ Administration of screening and diagnostic assessments within areas of responsibility.
- ~ Planning and implementing targets in liaison with Class Teacher and ASN Co-ordinator.
- ~ Adapting and differentiating school-based resources within delegated areas.
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Class/ Group Teachers

Class/ Group Teachers are responsible for the progress of all children in their class and the provision of learning. They are the key personnel in meeting children's needs through a variety of differentiated teaching approaches and strategies, giving all pupils the experience of a broad and balanced curriculum.

Effective approaches to be employed include:

- ~ Thorough forward planning to identify aims and evaluate learning and teaching.
- ~ Planning challenging and motivating learning experiences for all pupils.
- ~ Differentiation of the content and pace of learning, including employing strategies for supporting learners with no previous experience of education.
- ~ Varied teaching styles that provide a balance of class, group, paired and individual learning opportunities.
- ~ Alternative methods of presenting the curriculum that cater for a range of learning abilities, including methodologies suitable for bilingual learners.
- ~ Flexibility in teaching style and approaches, which respond to the needs of the learner.
- ~ Providing adequate opportunities to reinforce prior learning.
- ~ The effective use of appropriate resources.
- ~ Continuous formative assessment, relevant summative assessment and appropriate record keeping.
- ~ Liaison with Principal Teacher, ASN Co-ordinator and SFLW's to ensure adequate support for pupils.
- ~ Through normal classroom procedures, assessing an individual's learning needs and where necessary making a referral to the ASN Co-ordinator using Referral Forms

Support for Learning Workers

SfLWs should be managed effectively to provide support for children with additional support needs **at the direction of** the Class Teacher or ASN Co-ordinator and in accordance with their job description. This may include:

- ~ Providing individuals or small groups with support to consolidate previously taught skills, following a **Teacher planned programme of work**.
- ~ Supporting pupils with emotional, social or behavioural difficulties.
- ~ Taking forward a support for learning initiative within the classroom or school situation.

Educational Psychologist/Other Agencies

At times a pupil with additional support needs may be presented at a Staged Intervention and Inclusion Meeting (SIIM) where the school's Educational Psychologist and other education professionals will provide advice and support. If, following this advice and support, there remains a cause for concern, a pupil may be presented at a Joint Support Team Meeting (JST). At the JST meeting professionals from education and other agencies may offer support and advice and a decision may be made for more specific input from the Educational Psychologist or other agencies.

Educational Psychologist/Other Agencies (cont.)

The Educational Psychologist will accept invitations to attend review/transition meetings for any child on their caseload along with parents and any other agencies involved.

Often other agencies may be involved in supporting a pupil's educational needs. This may take the form of a consultation meeting between the agency, the parents and the school or involve direct input with the child in school. Such agencies, Occupational Therapy, Speech and Language Therapy and Social Work Services, will work together with the school to provide a cohesive plan of support for the child and their parents.

CPD

All staff at Annette Street Primary are committed to continuing professional development. Staff are encouraged to keep up to date with the latest developments in educational legislation and guidelines, and are given the opportunity to develop in specific areas through Glasgow's CPD Manager. All staff in our school take part in training during in-service days and regular collegiate meetings, and formal CPD records are kept by all, as required by the General Teaching Council Scotland.

Electronic copies of ASL resources/ information are accessible on Our Establishment, in the Additional Support for Learning folder.

Management Circulars are available to all staff on the council Intranet page.

Data Protection

In line with guidance from the Council's Head of Information Governance, Annette Street Primary will adhere to the requirements of the current legislation with regard to seeking appropriate consent in the exchange and sharing of information. WAPs and Co-ordinated Support Plans are confidential documents. Copies of these documents or extracts from them, however, need to be shared with key personnel who have a responsibility for supporting a child or young person. Parents/Carers or a young person should give their consent to the sharing of any information.

Monitor and Review

The Head Teacher and ASN Co-ordinator will evaluate the policy and its effectiveness regularly. The ASN Co-ordinator will liaise with class teachers to review WAP targets where necessary. They will also maintain records of pupils' progress and achievements, which will then be used to monitor the effectiveness of the policy and its recommendations.

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