



Riverbank Primary School and Nursery Class



R- Respect P-Play S-Safe N-Nurture C-Caring

♥ Many Hearts Make Our Family ♥

Getting It Right for Every Child In Riverbank Primary School and Nursery Class

This policy is written in response to advice and guidance from the Scottish Government's '*Getting It Right for Every Child*' publication. It should be read in conjunction with the other policy statements of our school, in particular our Child Protection Policy and Support for Learning Policy. In this policy statement we set out ways in which we try to ensure that every child in our school is **special** – that their educational, social and individual needs are recognised, assessed, addressed and met. This policy aims to ensure a consistent approach.

Rationale

Here at Riverbank Primary School we recognise that every child and young person in our school is on a journey through life: experiencing rapid development and change as they make the transition from childhood through adolescence into adulthood.

(GIRFEC)

Aims

At Riverbank Primary School we all want our children to be fully supported as they grow and develop to be: **successful learners, confident individuals, effective contributors and responsible citizens**. In this policy we aim to outline:

- The principles on which we base this policy and the way children are recognised, valued and involved in our school
- Agreed practice in meeting the needs of our children
- Procedures for accessing and coordinating internal or external support as appropriate
- The roles of staff members in meeting our children's needs
- The resources available for children with additional support needs

This is important so that all members of staff are aware of arrangements and procedures for partnership working to ensure that every child is special in Riverbank Primary School. This information is also shared with parents and carers and external agencies involved with our school.

Through these procedures in this policy we aim to:

- Make provision for each child's needs as a learner
- Provide a broad, balanced and stimulating curriculum for each child based on local and national guidance
- Use a variety of resources and strategies to meet the needs of each learner
- Build self-esteem and a positive attitude to work and each other in our children
- Nurture the development of the 'whole child'

Principles

Our policy is based on the following principles:

1. Each child in our care is an individual with specific needs, desires, ambitions and aspirations
2. Each child should experience teaching and learning at a level appropriate to him/her, in a variety of contexts and settings
3. Each child should be able to access a balanced curriculum linked to the outcomes and experiences of Curriculum for Excellence
4. Our school environment should be safe, secure, stable and stimulating for each child
5. Open, honest, trusting relationships should be fostered between children, staff, parents and carers to ensure everyone feels valued and included
6. Each person in our school community should be treated with respect, consideration and dignity
7. Maximum benefit will be gained for our children if we work in partnership with parents and carers and encourage their involvement and participation
8. Partnership working with external agencies and the exchange of information and expertise will help to support and meet the needs of our children

To this end Riverbank Primary School is committed to:

- **Working** in partnership with children and their families
- **Respecting** confidentiality and the sharing of information
- **Promoting** consistent values in our relationships with everyone connected to the school
- **Valuing** the expertise of the individual(s) supporting children and young people
- **Coordinating** additional support required for the child
- **Promoting** each child's health and well-being

Our school environment will support our children to grow and develop to be:

Healthy- experiencing high standards of physical and mental health, and supported to make informed choices.

Achieving- receiving support and guidance in their learning (including coordination of ASP's and CSP's) boosting their skills, confidence and self-esteem.

Nurtured- having a nurturing and stimulating place to live and grow.

Active- offered a range of opportunities to take part in a wide range of activities- helping them to build a fulfilling and happy future.

Respected- given a voice and involved in the decisions that affect their well-being

Responsible- taking an active role within their schools and communities.

Included- receiving help and guidance to overcome social, educational, physical and economic inequalities; accepted as a member of the community in which they live and learn.

Above all, to be safe and protected from **abuse, neglect or harm.**

Our school follows North Lanarkshire Council's Child Protection policy and procedures. Our school also adheres to the *Children's Charter* and *The Framework Standards*.

The implementation of this policy in the school will result in the following outcomes:

Outcomes for children, young people and their families

The school is committed to ensuring that children, young people and their families:

- * feel confident about their experience and learning in school and know how to access support when required
- * understand what and how they are learning and recognise when they have learned it
- * have been listened to carefully and their wishes have been heard and understood
- * are involved in discussions and decisions that affect them
- * can rely on appropriate help being identified and available as soon as possible
- * will experience a streamlined and coordinated response from practitioners when additional support needs are identified.

Outcomes for our staff

The staff team at Riverbank are committed to:

- * providing a caring and nurturing environment for each child

- * meeting each child's learning and pastoral needs
- * sharing information and working in partnership with other agencies involved with a child

Outcomes for the SMT

The Senior Management team are committed to:

- * providing leadership and support to implement systems and processes outlined in this policy
- * planning to meet the needs of learners at all stages including transition from nursery to primary and primary to secondary

Implementing the principles

Principle 1

Each child in our care is an individual with specific needs, desires, ambitions and aspirations

Recognise the individuality of each child, and value each child for who s/he is

Each child is special and has a unique experience of life, which s/he brings:

- to school
- to the class
- to other children
- to the teacher and adults in school.

While school is a social experience for our pupils, if we can value each child, understanding his/her motivations and needs, allowing him/her to make a positive contribution to the class and school, we will not only more successfully meet the needs of each individual, but also enrich the educational and social experience and development of all our pupils. Building up children's self respect and self-esteem contributes to their educational and social development and achievement. In terms of educational attainment, knowledge and acceptance of each child by the teacher, allows realistic and achievable teaching and learning experiences to be undertaken, which, as they are progressed through, give the child confidence to undertake future learning targets.

Principle 2

Each child should experience teaching and learning at a level appropriate to him/her, in a variety of contexts and settings

A realistic assessment of the child's progress in the curriculum needs to be made.

The school can achieve this through:

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| * Observation of classroom behaviour and work | * Bench marking |
| * Individual records | * Assessments |
| * Discussion with previous teachers | * Transition records |
| * Diagnostic tests | * Personal learning plans |
| * Discussion with the child | * AiFL |

A learning and teaching programme is planned for each child (or group of children) according to his/her levels of attainment in Curriculum for Excellence experiences and outcomes.

Learning intentions must be discussed and the purpose of work shared and explained so that the child is clear what is expected. This will also allow the child to recognise when s/he is making progress. Work set for the child should be appropriately matched to the ability of the child.

A variety of teaching methodologies and activities are employed to implement Curriculum for Excellence experiences and outcomes

A combination of discussion, explanation, instruction, practical activities, active play, cooperative learning and written tasks will support the child to approach new learning from different angles. Strategies employed must be responsive to the child's needs. A variety of approaches will enable the child to develop a firmer grasp of new work and understanding as well as concentration.

A variety of resources, including ICT, are employed to support the implementation of planned experiences to achieve outcomes of Curriculum for Excellence

The child should be working with resources appropriate to his/her learning needs. There is a wide range of materials in the school, which can be utilised at all stages within the school, where the needs of individuals or groups would be best met by their use.

A balance of formative and summative assessments are ongoing throughout the planned implementation of Curriculum for Excellence experiences and outcomes

This is to ensure that the child is grasping new work/concepts and is making progress. Where this is not the case revision of strategies should take place before employing models of staged intervention. (see SfL Policy) Where a child is making limited progress or is progressing very quickly in areas of the curriculum, this should be discussed with the promoted staff so that appropriate help or support can be identified and obtained.

Principle 3

Each child should be able to access a balanced curriculum linked to the outcomes and experiences of Curriculum for Excellence

Each child should experience all of the curricular areas outlined in the Curriculum for Excellence. Experiences and outcomes are addressed in the following:

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| * Expressive Arts | * Mathematics | * Social Studies |
| * Health and Wellbeing | * Religious and Moral Education | * Technologies |
| * Languages | * Sciences | |

A child who is experiencing difficulty in one area of the curriculum can make progress in other curricular areas and this can be a source of encouragement for the child.

A child who has additional support needs and is experiencing difficulties in several or all curricular areas must also have opportunities to experience, learn and make progress in all areas.

A child who has a particular aptitude in one area may be of average ability in other areas.

No area of the curriculum should be stressed at the expense of other areas for any child. In terms of Curriculum for Excellence we have a collective responsibility for ensuring that each child is literate and numerate. The overall health and wellbeing of the child is of prime importance too.

Every child at our school will be encouraged and supported to achieve his/her full potential in each area of the curriculum, through a planned, progressive and structured programme of learning.

Principle 4

Our school environment should be safe, secure, stable and stimulating for each child

The school building and playground must be accessible, clean and safe for our children.

Classrooms, passageways, corridors and stairways should be kept tidy and clear of hazardous obstacles, which would impede easy movement or access.

Toilets should be kept clean and tidy. The playground should also be tidy and children should be encouraged to put litter in the bins provided. We encourage our children to be responsible citizens and to care for their environment. The school is committed to Eco-Schools initiative to promote environmental awareness.

Any concerns about the cleanliness or safety of the building should be reported to the Janitor in the first instance, and discussed with the DHT or HT.

Basic rules of safety and hygiene should be discussed with the children as part of the programme for Health and Wellbeing.

Where a child has a physical disability (either temporary or permanent) appropriate consultations will take place with the child, parents, class teacher and HT, DHT, Janitor and other agencies so that the child can safely attend school.

Children should expect acceptance and fairness

Children should know that expectations of them in terms of their work and behaviour are attainable (although we accept and understand that this can be difficult for some of our children to grasp and they may need additional support with this). With the provision of appropriate learning and teaching, children should be aware that activities and tasks are achievable and challenging. Standards of behaviour should be discussed with the children so that they are aware of our expectations for them and their expectations of each other. Our dealings with children should be fair, consistent and sensitive to their needs as individuals.

The school environment should look lively, bright, stimulating and interesting

Posters, artefacts, photographs and children's work should be attractively displayed and captioned around the school and in classrooms so that:

- Children can see and appreciate the work of other classes and pupils
- Children know that their work is valued
- Children's interest can be stimulated

The school is an attractive, working environment of learning for all.

Principle 5

Open, honest, respectful, trusting relationships should be fostered between children, staff, parents and carers to ensure everyone feels valued and included

It is important for trusting relationships to be developed in the school.

It is important that teachers get to know their children and that a good rapport is established with each child. This will help the child develop both educationally, emotionally and socially. A child

should feel confident about expressing a need or asking for help from their teacher. There should be consistency in encouragement, praise and approach to discipline.

Children can experience social or family circumstances where they need to talk with a concerned adult that they trust, in order to make sense of a situation or just to unburden themselves. A caring member of staff may be the person with whom they choose to share their problem. Care should be taken in such situations, not to pry or make judgments, but to support the child.

Should any information shared in this way be of a concerning nature it should be discussed in confidence with the HT. Any information gathered by the HT or promoted staff should also be discussed in confidence with the class teacher. (also refer to Child Protection Policy)

Principle 6

Each person in our school community should be treated with respect, consideration and dignity

It is important to treat members of our school community with respect, consideration and dignity

It is important for our children to have positive examples and role models to follow. Politeness in discussion, consultation and the handling of situations between adults, and between adults and children will be a powerful learning tool for the child.

We wish to develop in our children a healthy respect for themselves and for each other, so we must take the initiative and show, in our dealings with all members of our school community, respect and consideration for the needs of others.

Looking at a situation from the point of view of another person, whether in an imagined or fictional context, or after an actual event, and in the context of drama/role play can also help our children to develop strategies for communicating with others in a positive way.

Principle 7

Partnership working with parents and carers is vital for the development of positive relationships. The people with the greatest concern and care for the children are the parents or carers of the child. They have a huge influence on the child and his/her development. We would therefore, strive to work in partnership having common aims for the child.

We operate an 'open door' policy where parents or carers are invited to discuss with class teachers or promoted members of staff, at any time, any concerns they have about their child.

We also seek to inform parents or carers of any concerns we have about their child throughout the time the child is with us. If a class teacher wishes to talk with a parent or carer, the management team should be informed in the first instance, and an appointment will then be arranged.

We recognise that for many reasons parents or carers visiting school can be a stressful experience. Parents and carers are invited into the school for various occasions or to assist with activities for the children. This also allows them to know what is happening in the school and to value their own role in their child's education.

Principle 8

Partnership working with external agencies and the exchange of information and expertise will help to support and meet the needs of our children

There are a variety of agencies with whom we can liaise for the benefit of our children.

They include:

Support for Learning Team: who provide support in assessing, planning, teaching, resourcing, monitoring progress and diagnosing specific difficulties for children of varying abilities. They also contribute to staff development, assist with curricular developments and offer consultancy to teachers.

Language Support Service: who provide support for children whose first language is not English and their teachers.

Psychological Services: who provide support for children who have learning or behavioural difficulties and support and advice for teachers, parents and carers.

School Health Service: the public health nurses and medical officer who monitor health and physical development of all children and who offer support and advice to children, their parents and teachers who have medical problems.

Social Work Department: monitor and offer support to families experiencing difficulties.

Children's Panel: monitor the progress and wellbeing of children who have been referred to them.

Speech Therapist: offer support to children with speech difficulties

Visual and Hearing Impairment Services: provide support for children who have visual and or hearing difficulties and their teachers and families.

Quality Improvement Officer & Inclusion Base : for consultation and support with children with behavioural difficulties and looked after and accommodated children

The main contact for each of these agencies is the HT. Initial referrals will be made by the HT or DHT and reports compiled in consultation with class teachers.

Concerns about a child's educational, social, or physical development should first of all be discussed with a promoted member of staff, and thereafter a referral can be made. After the initial contact the class teacher should liaise with the agency representative.

Any concerns, which arise about children under Social Work supervision or in the care of the Social Work Department, should be immediately made known to the HT.

Management Arrangements

Recognising the needs of each child in our school:

In the school we have children who:

- will have additional support needs throughout their time with us
- will have additional support needs at specific times

Their additional needs may be:

Educational- in one or more areas of the curriculum and at either end of the learning curve

Physical- a permanent disability or a temporary incapacity

Social- experiencing difficulties with relationships or social skills

Behavioural- in the class, around the school or playground

Personal- where family circumstances causes difficulties for the child

Where a child has an additional need of any kind they will have a GIRFEC folder. When these are started a child must undertake a What I Think assessment and the teacher should complete an internal request for assistance form.

Whatever the additional support need and whenever it occurs it must be addressed sensitively. It may be appropriate to employ some or all of the following strategies to meet the needs of the child:

Identification through: observation, assessment and or information from parents or carers.

Discussion with: the child, colleagues, internal or external learning support, with the HT and /or DHT, with parents or outside agencies.

Planning arrangements: *individual or group teaching and learning to address specific needs.
 * planning arrangements with other adults to meet individual needs.
 * preparing Additional Support Plans or Coordinated Support Plans as appropriate.

Recording arrangements: Forward Plan

Pupil Progress Record or confidential file

Additional Support Plan / Co-ordinated Support Plan

(Refer also Additional Support Policy)

Monitoring: to ensure the needs of every child in our school are being met

Roles and Responsibilities for accessing Additional Support are contained in the school's Additional Support Needs Policy.

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