



# Riverbank Primary School and Nursery Class

R- Respect P-Play S-Safe N-Nurture C-Caring  
♥ Many Hearts Make Our Family ♥



## SUPPORT FOR LEARNING POLICY September 2023

Children should be at the heart of decision making and included in these decisions, to ensure that their voice is heard, and they are encouraged to become more confident and responsible. The Rights of the Child should be sought, valued, and acted upon.

### UNCRC Rights of the Child

Article 3: Best interest of the child

Article 12: Respect for children's views

Article 13: Share thoughts freely

Article 17: Access to information

Article 28: Access to education

Article 29: Aims of education

### Rationale

- All children have a right to education in its fullest sense
- Any pupil who has a barrier to learning will be considered as a pupil who may require additional support
- Additional support can and should improve a child's ability to achieve and attain in school
- Children of higher abilities and attainment also have the right to additional support to further develop their potential
- The class teacher in liaison with parents, SLT and other agencies will plan for identified individuals
- Support for learning will take heed of formal screening and/or observational and anecdotal information from all parties

### Aims

The policy will ensure that all parties are clear on the resources and supports available for pupils.

The policy will ensure that all are aware of their rights and responsibilities towards the development needs of any young person.

All local and national guidelines, for example, Raising Achievement for All, the Additional Support for Learning (Scotland) Act and the Curriculum for Excellence will inform the policy and any procedures will assume that guidance from all of these documents has been considered when planning for any individual, whether working as a small group or in receipt of a solo programme of support.

The policy will be examined in a three yearly cycle to make adjustments and improvements in the light of any major policy, guidance or research information.

All legal timescales will be adhered to in planning.

### **Assessments**

We assess each pupil's learning and support needs through a consideration of:

- Norm referenced tests
- Criterion referenced assessments
- Checklists of behaviours and skills
- Pupil profiles and previous records

And through information provided:

- By parents
- Through consultation with other professionals
- In examples of past and current work
- In minutes of review meetings and case conference
- Through psychological assessments
- By pupils interviews

The assessment will enable staff to build a profile of:

- The pupil's needs as a learner
- Curriculum issues
- Social skills and relationships
- Emotional behaviour

### **Staged Intervention Process**

Staff will consult North Lanarkshire Council's "Policy into Practice 2" folder and use the staged intervention process. The record will give an accurate picture of the active steps taken to continually develop effective support for the child and will be kept in his/her GIRFEC individual File.

Staged intervention is a process which is used to identify, assess and support the learning needs of the pupils in our school. It provides:

- A record of intervention and achievement for individual children as they progress through school
- An inclusive approach which involved parents, pupils, relevant staff and support services
- Agreed learning and support plans which record the needs of individual pupils
- A solution focussed approach to resolving issues early and at the least level to intrusive intervention
- A structured monitoring and review cycle

**We use a 7 Step Planning and Support Approach using the GIRFEC Principles:**

At its core is the ongoing cycle of ... assess, plan, review, assess ... supported by the GIRFEC Core Components and our shared understanding of Wellbeing.

1. **Children and young people** should be supported to express their own views about their wellbeing and be involved in their assessment and planning. What I think tool, wellbeing web, GIRFEC app are some of the tools we can use to capture their views. Parents and carers should be fully involved and consulted about their child's assessment and planning.
2. **Role of Named Person Role** - to promote, safeguard and support the wellbeing of children and young people. Responsibility to coordinate assessment and support planning to address wellbeing concerns or needs. Manage or have an overview of assessment and planning.
3. **Assessment** - GIRFEC 5 key questions help to inform how we might help the child or young person. The assessment tools below help practitioners answer the key questions:
  - Wellbeing indicators – Assessment and analysis of wellbeing
  - My world triangle assessment
  - Resilience matrix
4. **Planning** - Where wellbeing concerns are being planned for by the class teacher or named person a GIRFme Plan should be in place to reflect support being accessed from within Universal or Additional to improve outcomes.

The GIRFme Plan is 'education led' and can be a single agency or a multiagency plan. Any interventions, resources provided by another service or agency which improve outcomes for the child or young person, are written into the GIRFme plan.

The GIRFme plan can be extended to become a fully developed Child's Plan when required. Following an integrated assessment the decision to prepare a full Child's Plan is usually made, this will draw on assessment and planning already in place.

5. **Role of Lead Professional** - Ensure the child and family are involved in any decision making that may affect the child or young person. They should:
  - co-ordinate the Child's Plan
  - ensure information is up to date
  - is being shared appropriately
  - is reviewed regularly.
6. **Staged support**  
**Universal:**
  - High quality learning and teaching, robust classroom planning within a nurturing environment.

- Monitoring of wellbeing – adapting and adjusting teaching and learning environment, recording strategies, specific adaptations etc.
- Assessment of wellbeing – identification of wellbeing concerns - more structured planning - GIRFme plan (single or multiagency), targeted support from within school resources and universal support from services, partners and other agencies.

#### **Additional:**

- Support, resources, interventions, in reach, outreach etc. from Cluster
- Partnership working Health, Psychological Services, Social Work, 3<sup>rd</sup> Sector etc.

#### **Intensive:**

- Flexible, bespoke, asn specific resources

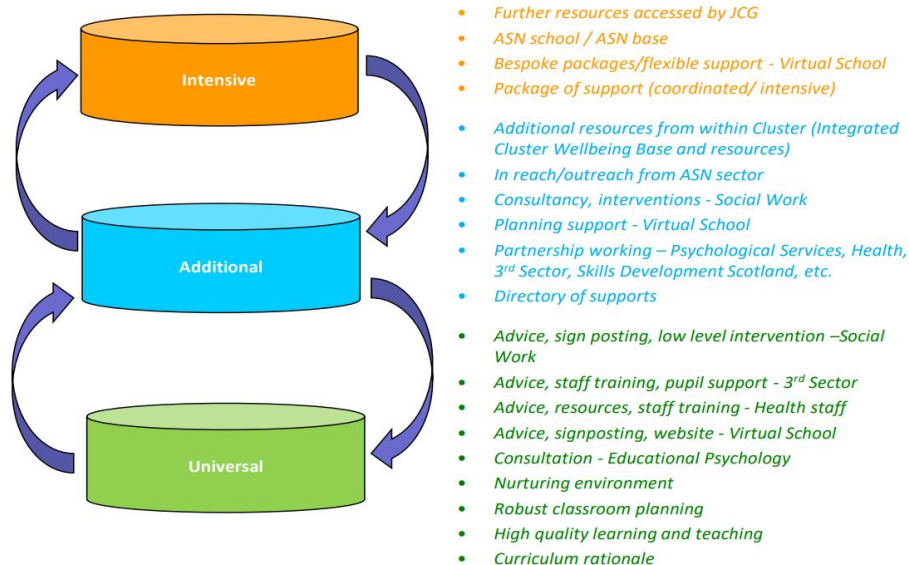
### **7. Information Sharing**

Inform child, young person, parent that we intend to share information, i.e. what is being shared, with whom and the purpose of sharing, sharing only what is necessary and proportionate.

A small number of our pupils may have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from the education authority and other agencies and for these pupils a co-ordinated support plan (CSP) will be required (appendix 2)

All services and agencies involved with the child/young person will play a part in the drawing up of the CSP. The CSP co-ordinator will arrange the meetings and write the CSP. A CSP is a statutory document that is subject to regular monitoring and reviews for those pupils who meet the criteria for requiring one.

#### **GIRFEC pathway for planning and support (Interventions)**



## Transitions

**In any transition period staff from both sectors will be involved in meetings to ensure a smooth transition for young people**

### Nursery to primary

Liaison with all parties begin taking place in the year of a pupil's transition from Nursery (6 months before move) as outlined in North Lanarkshire Council's "Policy into Practice"

### Primary to secondary

Liaison will begin in the final year of school (12 months before move) to ensure that National Guidance timescales are adhered to for any pupil with additional support.

## **Roles and Responsibilities of Staff**

### Management

SLT will effect contacts with other agencies and ensure that legislation for SfL is adhered to. They will keep informed on matters pertaining to SfL whether is be new resources or research etc. They will ensure that staff are clear about their roles and responsibilities and have access to training that informs their practice.

It will be their role to monitor, support and advise staff regarding their duties. They will keep accurate and up to date files for pupils within the establishment and will ensure that other parties fulfil their obligations fully. They will also oversee any assessments necessary to identify needs and inform planning.

## **SPECIFIC DUTIES**

The Head Teacher will have an overarching role in SfL in the Strategic Development of a Whole School approach to SfL. The HT will ensure the smooth running of the programme and will lead staff through Inservice to creating a programme that inspires pupils to learn while supporting weaknesses and removing barriers to learning.

Staff will use co-operative learning as a tool in meetings to develop ideas and activities for pupils.

The Senior Leadership Team will administer medicines where necessary for pupils but reserve the right to refuse this role at any point.

The Head Teacher will have the over-arching role of leading SfL work in school. He/she may delegate to departmental leads- ADHT and APT.

### **SLT Duties include:-**

Records of SfL work with pupils

Assessments and screening of pupils using NFER Dyslexia Screener for example,

Other agencies, baseline testing , reading testing, infant screening etc.

Creating and updating basic help sheets for staff with activities for pupils

Support and challenge for staff with SfL pupils

Overseeing CSP's and GIRFME's as a part of Core Forward Planning monthly.

Creating and updating timetabling and a yearly calendar for SfL events

Liaising with others

Monitoring and evaluating classes and the impact of interventions

Researching and deploying current educational materials and ideas

### Class Teachers

Class teachers will fulfil their duty to plan for and liaise as per school policy and agreed actions for pupils on their registered class. They will regularly discuss progress and activities with other professionals involved in supporting their pupil.

They will manage any classroom assistants or additional support needs assistants allocated to their pupil and ensure that tasks performed by them are relevant to the pupil.

### ASN/CA's

ASN/CA staff should support pupils in class daily before undertaking other non-pupil based duties. Pupil support will take priority over any other tasks. Staff should initial the pupil's weekly diary as tasks are completed.

ASN/CA will perform a variety of tasks, which may include

- Assisting with mobility of pupils, their personal care and handling of special equipment
- Keeping pupils on task
- Conducting learning tasks as directed by the class teacher
- Providing pastoral support for pupils
- Liaising with all staff to support pupils
- Participating in relevant staff development
- Consulting with class teachers over progress of pupils

Flexibility will be clarified where an assistant meets the needs of more than one pupil in the class and or where an assistant is withdrawing support and encouraging pupil independence.

### Cluster Support Staff

Cluster Support Staff will manage pupil lists in full consultation with all parties and keep accurate records of work, meetings and specialised assessments. They will be

expected to access training and suitable resources to support pupils that have been place on their list.

### **Staff Development**

Through PRD and continuous development all staff should be aware of the needs of their pupils when accessing development activities as part of their PRD/CPD contractual duties require.

### **Who is involved?**

- The child/young person
- Staff who work with the child/young person
- Parents/carers
- Staff who may be able to offer support/advice

### **Full Involvement**

In our school we recognise the full involvement of parents/carers and pupils as very important. We acknowledge that they play a key role in enabling us to make effective provision, and that pupils and their parents, carers hold information that supports positive outcomes for our pupils. We involve parents/carers and pupils

- When a pupil has been identified as having additional support needs
- When there is a change in a pupil's circumstances that requires a review of provision
- On a regular basis to review short term and long term targets

Parents/carers and pupils are also encouraged to discuss an concerns and to initiate a review if necessary

### **Dispute Resolution**

In our school all staff will strive to resolve any concerns with understanding and open and honest communication. We will address any concerns with a solution focussed approach.

If however, a parent/carer remains unhappy, they should (in the first instance) speak with the head teacher

Another support for parents/carers in our school is the additional support manager

Mediation is a voluntary process by which a neutral party (a mediator) helps those involved in a disagreement or dispute to work towards finding a solution. This service is free.

Formal procedures for resolving disputes include independent adjudication and additional support needs tribunal. Support to access these procedures is available (in the first instance) by contacting the head teacher.

## **Monitoring**

Self-evaluation of the quality of learning and teaching and support for pupils is the responsibility of all teaching staff and the senior management team. Quality indicators described in “How Good is Our School? 4” will be used to evaluate the ongoing effectiveness of this policy within the school.

In practice this will include:

- Observation of pupils in classes
- Consulting class teachers and support for learning teachers, and where appropriate, any other staff working closely with our pupils
- Monitoring pupil attainments
- Speaking to parents/carers
- Speaking to pupils
- Consulting pupil profiles



Policy Created	Policy Review Date	Policy Reviewed and Changes Made	Signature
September 2023	August 2024	UNCRC Rights added	
		Date: 27/8/2024	
	August 2025		
		Date:	
	August 2026		
		Date:	
	August 2027		
		Date:	
	August 2028		
		Date:	