

## St Ignatius' Primary School & Nursery Class



### Additional Support for Learning Policy

#### Convention on the Rights of the Child



##### Article 12

- **Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.**

##### Article 13

- **Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms people.**

##### Article 19

- **Governments must protect children from violence, abuse and being neglected by anyone who looks after them.**

##### Article 28

- **Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.**

##### Article 29

- **Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.**

##### Article 42

- **Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.**

### Rationale

In St Ignatius' Primary School and Nursery Class each child is provided with a range of learning opportunities and experiences to support each pupil's individual needs in order to achieve his/her full potential. There is a shared understanding that all teachers, support staff and external support agencies share collective responsibility for supporting the learning across all stages.

Additional support, in the form of planning, staffing and resources, is the entitlement of all pupils, sourced and implemented as need arises and within appropriate timescales. Effective and ongoing monitoring ensures planning, assessment and evaluation of interventions is tracked efficiently, informing next steps and evaluating progress.

We commit to "Getting it Right for Every Child" through our additional support policy and our use of the GIRFEC Pathway for Planning and Support.

This policy aligns with North Lanarkshire Council's priorities for Managing ASN, Empowering Staff and Improving Resource Deployment.

Our approach reflects the Empowering Cluster Model, strengthening shared resources and integrative practice across clusters.

The policy incorporates the UNCRC (Scotland) Act 2024, ensuring all decisions uphold children's rights including the Four General Principles.

## **Aims**

- To provide appropriate learning and teaching of CfE experiences and outcomes for all pupils with a focus on individual support needs.
- To make appropriate use of GIRFEC Pathway to access external agencies, cross-sector support and resources.
- To effectively analyse ACEL, SNSA and HWB data to identify specific needs and barriers to learning.
- To provide timely and regular feedback to families with multi-agency reviews where required.
- To provide pupils and families with opportunities to contribute views which inform planning.
- To introduce GIRFMe planning as appropriate to individual needs.
- All planning must consider the child's best interests and demonstrate meaningful inclusion of pupil voice (UNCRC Articles 3, 12 & 13).
- Aims now align with NLC wellbeing priorities including early intervention and whole-family support.

## **Implementation**

*The class teacher/early years practitioner (where appropriate) is responsible for providing:*

- effective planning including GIRFME plans and CSPs
- differentiation of content and pace of learning
- varied teaching styles and strategies
- reinforcement of previous learning
- challenging experiences for all pupils
- continuous assessment and record keeping
- consultation with extended support teams
- supporting assessment as required
- developing learning programmes
- classroom support for groups or individuals
- regular feedback/dialogue with SMT
- reporting to parents
- providing online resources via TEAMS
- ensuring pupil choice and personal targets
- providing accurate transition information
- Teachers must gather pupil views through accessible methods and show how these influence planned interventions.

*The Support for Learning coordinator as the first level of support to the teacher is responsible for:*

- identifying, monitoring and assessing interventions
- supporting screening and diagnostics
- allocating CRT, CAT, SfL and coaching staff
- tracking literacy, numeracy and HWB data
- maintaining Focus Pupil Folder records
- supervising support resources
- liaising with SMT, Psychological Services and CIIL
- coordinating SLT, OT, HIS, VIS, SAM and others
- coordinating Needs-Based Pathway Reviews
- reviewing policy effectiveness
- overseeing RfA and external agency involvement
- coordinating family review processes
- managing PEF planning and reporting
- coordinating effective transitions
- **The SfL Coordinator must ensure SHANARRI wellbeing indicators are used and GIRFEC refreshed values embedded in practice.**

### **Assessment: Focus Pupil Tracking and Monitoring Folder**

Continuous assessment is an essential part of effective teaching and learning. It is vital to establish not only what the child does not know but to indicate success and achievement. All methods of assessment should be supported by evidence. Records should indicate 'next steps' and where learning support is required. The more able as well as the less able will be candidates for support.

Other appropriate diagnostic assessments will be coordinated by SfL Coordinator in conjunction with Literacy Coach, Numeracy Coach, EAL, SLT and Psychological Services where concerns have been expressed by class teachers. Following these, results will be used to establish individual or small group targets which will aim to address areas of difficulty or need for greater challenge. GIRFME planning will be introduced as appropriate following dialogue with SMT, CT and families.

### **GIRFEC Pathway for Planning and Support**

All additional support is modelled on the NLC Policy into Practice guidelines which details the staged intervention model.

Further advice, support systems and resources are identified using **NLC 'Empowering our Clusters A guide to Integrative Practice.'**

*The guidance document aims to:*

- *Provide integrative practice guidance for managers, clarifying expectations around managing GIRFEC pathways, planning for children's wellbeing, and improving educational, social, and economic outcomes.*
- *Emphasise our responsibilities to improve outcomes and collaborate effectively with colleagues deployed locally to work with them. It includes specific responsibilities for those who are most vulnerable.*
- *Make clear the permissions that managers have to innovate, deploy resources (both individually and jointly) and access services.*

- *Clarify the accountabilities managers have for improvement, and the tools that can be deployed to support this. It also shows ways in which everyone's efforts are evaluated through internal quality assurance/improvement processes.*
- *Signpost the directory of available supports for cluster activity, including support from central teams; partnership resources and access to frameworks that facilitate third sector participation; local directory information for clusters and localities.*

**Updated – February 2026**

**Review Date – January 2028**