

# Dykehead Primary School

*'Determined Pupils Succeed'*



## Support for Learning Policy

### Rationale

At Dykehead Primary School we plan our support for pupils in alignment with the priorities set out in the Scottish Government National Improvement Framework and Improvement Plan (2023) and our statutory duties under the Educational Scotland Act (2016), as well as the principles of Getting It Right for Every Child (GIRFEC). We aim to remove or reduce barriers to children's learning, in order to allow them to access the curriculum and achieve their fullest potential. This is outlined in our Vision and Values. The purpose of this document is to provide clear framework for the processes of assessment and intervention at Dykehead Primary School, and the procedures for staged intervention and GIRFme planning. This policy will focus primarily on support for Literacy, Numeracy, and general access to the curriculum. For more information on support for wellbeing, please see our Pupil Wellbeing Policy.

### Contents

<b>Identification &amp; Assessment of Need</b> .....	2
Literacy & English .....	3
Maths & Numeracy.....	3
Health & Wellbeing .....	3
<b>Planning</b> .....	4
Getting it Right For Me Plans.....	4
<b>The Review Process</b> .....	5
<b>Intervention</b> .....	5
Literacy .....	5
Maths & Numeracy.....	6
ICT Supports.....	6
<b>Specific Learning Difficulties</b> .....	7
<b>Supporting Learning at Home</b> .....	8
<b>Roles and Responsibilities in Support for Learning</b> .....	8
<b>Appendix I</b> .....	10
<b>Appendix II</b> .....	13

## Identification & Assessment of Need

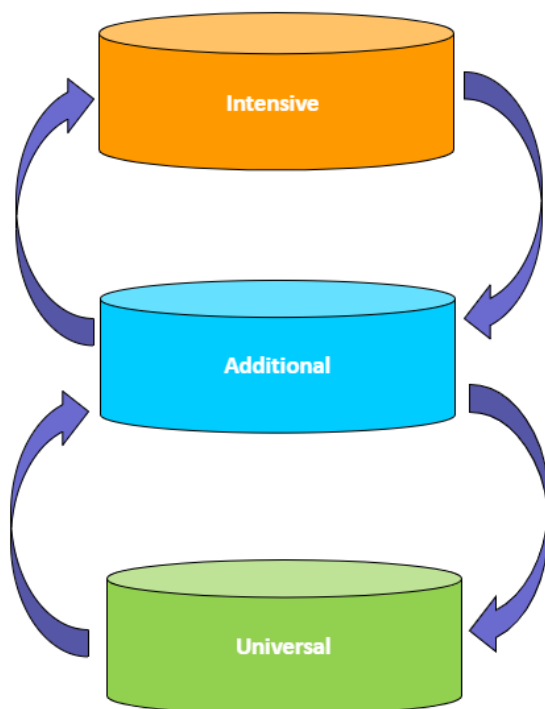
The initial identification of additional support needs will rely first and foremost on the ongoing observation and assessment conducted by the class teacher. Factors giving rise to a need for additional support may include;

- Difficulty adapting to the learning environment
- Specific learning difficulty
- Family circumstances or trauma
- Disability or Healthcare need
- Social and emotional needs

To identify children who are not making expected progress with their learning, class teachers will draw upon a triangulation of data, including class work and formative or summative assessments, but will also consider the impact of wellbeing indicators, attendance data and the pupil's engagement with their learning. These concerns will be discussed at pupil tracking meetings, held twice per session with the school management team, but can also be raised at any time during the year.

Once a pupil has been identified as requiring support, their needs will be considered under the national practice model of 'Getting it Right for Every Child', or GIRFEC. They will enter the Staged Intervention process outlined below, beginning at Universal Level.

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



- *Further resources accessed by JCG*
- *ASN school / ASN base*
- *Bespoke packages/flexible support - Virtual School*
- *Cluster support (coordinated/ intensive)*
  
- *Additional resources from within Cluster (Integrated Cluster Wellbeing Base and resources)*
- *In reach/outreach from ASN sector*
- *Consultancy, interventions - Social Work*
- *Planning support - Virtual School*
- *Partnership working – Psychological Services, Health, 3<sup>rd</sup> Sector, Skills Development Scotland, etc.*
- *Directory of supports*
  
- *Advice, sign posting, low level intervention –Social Work*
- *Advice, staff training, pupil support - 3<sup>rd</sup> Sector*
- *Advice, resources, staff training - Health staff*
- *Advice, signposting, website - Virtual School*
- *Consultation - Educational Psychology*
- *Nurturing environment*
- *Robust classroom planning*
- *High quality learning and teaching*
- *Curriculum rationale*

In the majority of cases, universal support such as adjustments to the teacher's planning or resources, or perhaps the classroom environment, may be sufficient to support a child's progress. Details of support or adaptations made, should be recorded on a Universal Support Form (Appendix 1).

However, in some cases a more individual programme of support may need to be offered. In such cases, further diagnostic assessment may be required. The assessments will depend on the nature of the difficulty being experienced, and some may be carried out by other agencies subject to parental consent.

### Literacy & English

Assessments in school which may complement planning and support for Literacy might include;

- *Primary One Literacy Assessment Action Resource (POLAAR)*
- *Pupil Language Profile*
- *Phonological Assessment Battery (PhAB 2)*
- *Blanks Assessment*
- *Single Word Spelling/Reading Test (SWS/RT)*
- *York Assessment of Reading for Comprehension (YARC)*
- *Indirect Dyslexia Learning (IDL) Assessment*
- *GES Speech and Language Checklist*

### Maths & Numeracy

Assessments in school which may complement planning and support for Numeracy might include;

- Maths Recovery Assessment*
- MALT Assessment*
- SEAL Maths Assessment*

### Health & Wellbeing

Assessments in school which may complement planning and support for Wellbeing might include;

- Strengths and Difficulties Questionnaire*
- Boxall Profile*
- What I Think Tool*
- Outcome Star*

-*Resilience Toolkit*

## -Solihull Meeting

For more information on support for wellbeing, please see our Pupil Wellbeing Policy.

### Planning

Planning around a child takes a cycle of planning, intervention, and review to continually inform responsive planning. Based on the findings of the initial assessment process, school staff will devise an action



plan to target the needs of the pupil. For most children the aim of this plans is to accelerate learning, or address a particular barrier, so that the child makes enough progress to access a working group within the class. School staff will liaise with parents and pupils to create a Getting it Right for me Plan (Appendix 2) to formally record support strategies and targets.

### Getting it Right For Me Plans

The 'Getting It Right For Me Plan' is in two parts (*part I and part II*)

- Part I should help identify effective teaching and learning strategies and resources that help the child/young person with additional support needs access the curriculum.
- Where possible, we should plan together with the child/young person and write the Plan from their perspective using '*I can*' statements.
- The child/young person should be encouraged to comment on the Plan, their learning, what makes it successful for them etc.
- The profile section should note the impact the additional support needs may have on the child/young person's experience and learning. It should be positive and relate to the wellbeing indicators (*SHANARRI*).
- Parent/carer comments should focus on the support they give their child to try and bridge a gap between the learning in school and at home.

In some cases, in order for the curricular experiences and outcomes to be met, it may be necessary to individualise the learning and devise short term targets. In these cases, part II of the Plan should be used.

- Targets should be S.M.A.R.T (specific, measurable, achievable, realistic and timely).
- Approximately 2-3 targets should be written for each curricular area.
- Targets should be 'visible' within class learning and evaluated through school self-evaluation processes.

Further evaluation of the Plan should be recorded each term (or every 6-8 weeks).

- The child/young person should be able to talk about their targets and Plan (where appropriate).
- The Plan should be shared with parents/carers when initially devised and reviewed regularly (each term with parents).
- If targets are not being met, they are often too wide and should be modified. The school will use the Curricular Benchmarks to support.
- If another agency is involved, such as Educational Psychology, Community Paediatrician or a Speech and Language therapist, their recommendations are embedded within the Plan.

### The Review Process

At Dykehead Primary School, an annual overview of GIRFme Plans is created at the beginning of each session by the school management team. Reviews are conducted on a termly basis as follows;

Term 1 Aug – Oct	Review with parents and the school leadership team
Term 2 Oct – Dec	Review at Parents’ Night with class teacher
Term 3 Jan – Mar	Review with parents and the school leadership team
Term 4 Apr – Jun	Review at Parents’ Night with class teacher

The review will usually take the form of a meeting, or telephone call, depending on the complexity of the plan and whether any other relevant professionals are involved and need to attend. Prior to this meeting, the class teacher will have elicited feedback from the child, as detailed in the roles and responsibilities below. Where a child’s GIRFme has not changed in any significant way, it may be sufficient for a member of the school management team to have a telephone conversation with the parent rather than a meeting.

### Intervention

The type and range of support or intervention chosen will depend on the needs and age of the child, and the curricular area being addressed.

#### Literacy

Interventions to support Literacy may include:

- North Lanarkshire Active Literacy Additional Support Programme
- Rainbow Reading
- LanguageLand speech and language programme
- Sunnybank Colour Coding
- Wave 3 Spelling and Phonics
- Read, Write Inc Freshstart
- Indirect Dyslexia Learning ([idlcloud.co.uk](http://idlcloud.co.uk))
- Additional resources such as coloured jotters or overlays, or individualised words lists

## Maths & Numeracy

Interventions to support Maths & Numeracy might include;

- Numberbox
- SEAL Numeracy Group (Stages of Early Arithmetical Learning)
- Maths Recovery
- Catch-up Numeracy
- Additional resources, such as concrete materials and visual aids

## ICT Supports

Digital resources and activities are now very much embedded in classrooms now, and are a day to day part of learning for all children. ICT can prove a valuable support for children's learning. There are a variety of resources which can be deployed by the class teacher to reduce barriers to learning caused by literacy difficulties or dyslexia.

*Clicker 8* – A word processor with tools to support planning, writing and proofing with greater independence. Features include word banks, mind maps, an option for the teacher or child to record audio notes, predictive text, and text playback. Teachers can tailor the level of support offered. A home license for pupils can also be offered on request.

*Text to speech (read aloud)* – It is possible to have programs read out a word or pdf file aloud to a child. This means can allow the teacher to enable a child to access a text without reading ability being a barrier. Adobe will read a pdf document aloud. In the view menu, select read aloud. Then return to the view menu, and select to begin. Natural Reader is a website where you can upload documents to be read aloud.

*e-Books* – All staff have free access to e-Books for their class. Pupils can login on an i-pad and read the book their teacher has shared with them. e-Books can also be accessed through Glow. Each child has a login, and from their "launchpad" (the screen you get when you log in with all the tiles) select RM e-Books. Pupils can browse their extensive library. E-books can also be accessed through the free app *Epic*.

*Speech to Text* – google chrome web browser offers a variety of apps for speech to text, to allow children to speak text for the computer to convert to text.

*Dyslexia-friendly Text* - Children with literacy difficulties, including Dyslexia, benefit from text with minimal use of formatting, i.e. don't use italics, underlining, all capitals, or centering of text. Dyslexia-friendly fonts are available, and should be used at size 12 or more, with a larger line spacing. Text should be aligned to the left and the child should be allowed to experiment with different colours of text or background. When reading from websites, a plugin called MercuryReader will remove all clutter and simplify web text. To use this, simply search for it using your usual search engine and install it onto the web browser.

## Specific Learning Difficulties

Where difficulties in literacy or numeracy persist despite the provision of appropriate learning opportunities, this may indicate the presence of a specific learning difficulty.

In cases where significant challenges in Numeracy persist despite targeted support programmes, North Lanarkshire do not currently have a diagnostic pathway for Dyscalculia. However, bespoke support and curricular adaptations would be made based on the child's needs, and does not require a diagnosis.

In cases where significant challenges in Literacy persist despite targeted support programmes, school staff, in collaboration with parents, may feel that an identification of Dyslexia is appropriate. The North Lanarkshire definition of Dyslexia is as follows;

*“Dyslexia can be described as a continuum of difficulties in learning to read, write and spell which persists despite the provision of appropriate learning opportunities that are effective for the majority of learners”.*

Confirmation of Dyslexia is likely to happen when pupils are in P4 or above, due to the need for a period of targeted support, assessment and review. Once sufficient information has been gathered to confidently say that difficulties are persisting despite supports:

1. Parents would meet with school staff to agree consent to share the pupil's information with other agencies.
2. School staff would prepare 'Request for Assistance' paperwork to be sent to the school's associated Educational Psychologist.
3. School staff would meet with parents to complete aspects of the 'Literacy Consultation Profile' detailing difficulties, as well as information on developmental milestones.
4. If deemed appropriate, school staff, parents, and the school's associated Educational Psychologist would meet to review and complete the Literacy Consultation Profile. At this meeting, the Educational Psychologist would recommend that the pupil:
  - meets the criteria for an identification of dyslexia
  - does not meet the criteria for an identification of dyslexia
  - requires more time to develop before it is appropriate to decide upon an identification of dyslexia.

It should be noted that not all pupils who experience persistent difficulties with Literacy are Dyslexic. Numerous factors can contribute towards a pupil experiencing Literacy difficulties and these should be considered by school staff and parents.

The impact of Dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- auditory and /or visual processing of language-based information
- phonological awareness

- oral language skills and reading fluency
- short-term and working memory
- sequencing and directionality
- number skills
- organisational ability.

### Supporting Learning at Home

At Dykehead Primary School we offer our pupils a range of ICT interventions which can also be used to support learning at home.

*IDL Cloud (Indirect Dyslexia Learning)* – For supporting reading and spelling, not only for children with Dyslexia. A short paper assessment is provided and determines starting level. The program supplies information on progress.

*Studyladder* – Supports aspects of literacy, and the teacher can set skills which will determine the activities. This is a school subscription, every teacher has a login.

*Sumdog* – a free website with a variety of fun and engaging learning games for children.

*NLC Virtual Classroom* – accessed in Microsoft Teams via the child's GLOW login. Activities are levelled to provide a range of challenge for all ages and abilities of pupils. Glow login details and instructions for access are issued annually to parents, and can be obtained from the school office.

### Roles and Responsibilities in Support for Learning

#### Senior Leadership Team

- Meet with staff on a termly basis for a Pupil Tracking Meeting
- Record actions from the Pupil Tracking Meeting and monitor these for completion prior to the next meeting
- Carry out diagnostic assessments or tools as required
- Maintain an overview of GIRFme Plans across the school
- Schedule review meetings and invite parents and other agencies as appropriate to attend review meetings
- Submit any necessary Requests for Assistance in support of a pupil's plan
- Support and advise staff in the writing, implementation and review of GIRFme Plans for pupils in their class
- Facilitate any CPD necessary to support staff in delivering pupil GIRFme Plans
- Conduct Literacy Consultations with the Educational Psychologist, to support identification of Dyslexia

#### Teaching Staff

- Plan thoroughly for the range of needs in their class, taking an active and multi-sensory approach to learning



- Carefully consider the learning environment to be inclusive, and create optimum conditions for learners
- Reflect against GTCS Professional Standards, particularly 3.2.1, in relation to the teacher's responsibility with regards pupils who present with barriers to their learning.
- Complete Universal Support Forms for pupils requiring adaptations in class
- Gather evidence from classroom assessments to inform teacher judgement
- Meet with SLT on a termly basis for a Pupil Tracking Meeting
- Carry out diagnostic assessments as required
- Work collegiately with SLT to write GIRFme Plans for pupils in their class
- Take primary responsibility for implementation of GIRFme Plan supports in class, consulting with SLT where required
- Review GIRFme support on a termly basis to evaluate impact and update support or targets
- Review the GIRFme Plan with parents at the Parent Consultation Evening, and in GIRFme Meetings with SLT where staffing allows

[Appendix I.](#)

**Dykehead Primary School**  
**Universal GIRFEC Assessment and Planning**

<b>Name:</b>	<b>Class:</b>
<b>DOB:</b>	<b>Date:</b>
<b>5 key questions for planning and support</b>	
<b>1. What's getting in the way of this child or young person's wellbeing?</b>	
Please summarise main barriers to learning:	
<b>2. Do you have all the information needed to help the child of young person?</b>	
Please list most recent assessments carried out to gather all information for each child including outcomes.	
<b>3. What can be done now to help this child or young person?</b>	
Please highlight approaches and strategies implemented to support the child.	
<u>Environment</u>	
<ul style="list-style-type: none"><li>• Seated close to teacher</li><li>• Use of individual table/screen</li><li>• Seated near board</li><li>• Use of classroom assistant/Support staff</li><li>• 1:1 support for personal organisation</li><li>• Use of visual timetable</li><li>• Organisational checklist</li><li>• 1:1 repetition of group instructions</li><li>• 1:1 support for comprehension</li><li>• Extra time given to complete tasks</li><li>• Extra time to process information</li><li>• Other (please specify)</li></ul>	

### Learning Tools

- Paper copy of board work provided
- Coloured overlay
- Alphabet strip
- Spell Checker
- Ace Dictionary
- Tables grid/square
- Number line
- Use of ICT
- Large print
- Differentiated library books
- Other (Please specify)

### Health/Mobility

- Angled desk/wedge
- Pencil grip
- Sit 'n' move cushion
- ASN to aid mobility
- Specialist scissors
- Use of stress ball
- Movement breaks
- Other (Please specify)

### Social/Emotional

- Seated with peers of teacher's choice
- Personal target boards
- Individual reward system
- Additional liaison home/school
- Additional parent/ teacher consultation

- Circle of Friends Programme
- Seasons For Growth Programme

**4. What further support is required at Universal level to help the child/young person?**

Please list further supports or assessments at school level that can help the child/young person.

**5. Evaluation of Universal Support after 6 weeks.**

**SLT Review**

GIRME Required

Yes

No

**6. As a result on the 6 week evaluation, does the child/young person require support from additional agencies? (please specify, including any Request for Assistance and date)**

Appendix II.



## My plan - Getting It Right For me

Name:			
		Date of birth:	
Date plan made:			
Teacher:			
Named Person:			

### Additional information

Termly review date:			
Termly review date:			
Termly review date:			
Intervention	Universal	Additional	Intensive
Single agency			
Multi agency			
Child's plan	Lead professional		
	Contact details		
Other plans	CSP		
	Health Care Plan		



Confidential



## Section 1: Organising my Learning Environment (My Plan part I)

<b>Safe</b>	<b>Healthy</b>	<b>Achieving</b>	<b>Nurtured</b>	<b>Active</b>	<b>Respected</b>	<b>Responsible</b>	<b>Included</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### All About Me

Strengths, likes, interests. Areas to improve/develop

*Factors giving rise to additional support needs*

### Getting it Right for Me

**Strategies that support my learning**


<b>What I think about my learning</b>	
---------------------------------------	--

<b>What my family think about my plan and how they can help support my learning</b>		
	<i>Parent's signature and date:</i>	

Name:

Date:

### Section 3: My Plan (part II)

<b>Curricular Area</b>			
<b>Desired outcome/long term target</b>			
<b>Objectives/Smart targets</b> <i>What am I working to achieve?</i>	<b>Methods</b> <i>How am I going to do it?</i>	<b>To be achieved by</b> <i>When will I achieve it by?</i>	<b>Evaluation</b> <i>How did I get on?</i>
<b>What I think about my plan</b>			
<b>What my family think about my assessment and plan.</b>			
	<i>Parent's signature and date:</i>		