

Glenmanor Primary School

SUPPORT FOR LEARNING POLICY



17 MAY 2010

Rationale

At Glenmanor Primary we believe that all children learn in different ways and may require additional support for a variety of reasons at different times in their education. For some children, the support they require will be of a long-term nature, whereas for others it may only be for a temporary period in their schooling.

A child has additional support needs where, for whatever reason, the child is, or is likely to be unable to benefit from school education provided or to be provided for the child without the provision of additional support.

Additional support means provision that is additional to, or otherwise different from, the educational provision made generally for children of the same age in schools (other than special schools) under the management of the education authority for the area to which the young person belongs.

Aims

Glenmanor Primary School aims to support all pupils in achieving their potential and, through implementing A Curriculum for Excellence, help them to become ~

successful learners, confident individuals, responsible citizens and effective contributors.
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Through a consistent, equitable and transparent approach we also aim to ~

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| <ul style="list-style-type: none">• Ensure pupils' needs are recognised early on in their school life and appropriate support given• Detail an identification and review system to best meet the needs of pupils requiring additional support• Outline the roles and responsibilities of teachers, school staff and specialist support services• Ensure the views of pupils and their parents/carers are taken account of when making decisions that affect them. |
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Assessment

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

- Ongoing classroom observations
- Pupil's completed work
- Norm referenced tests
- Criterion referenced assessments
- Checklists of behaviours and skills
- Pupil profiles and previous records

and through information provided ~

- In discussion with the pupil
- By parents
- Through consultation with other professionals such as Educational Psychologists, Speech and Language Therapy and Social Work.
- In examples of past and current work
- In minutes of review meetings and case conferences
- 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

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

- A record of intervention and achievement for individual children as they progress through school
- An inclusive approach which involves 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 of intrusive intervention
- A structured monitoring and review cycle

Staged Intervention Level 1 ~ Needs can be met within the resources of the classroom

The class teacher is responsible for managing the progress of all children in the class and using professional skills to adapt the pacing and content of the curriculum to meet individual needs. The class teacher is best placed to monitor pupils's individual progress and use their professional judgement to determine when a child requires additional support for learning.

The teacher's role is to ~

1. Identify, through assessment, any pupil who needs support.
2. Complete ASN Early Identification Form and relevant Level 1 Support Strategies Form/s and ASN Overview and file these in forward plan.
3. Plan for the implementation of level 1 support strategies through eg use of a particular teaching style, visual timetables, classroom assistant support.
4. Implement strategies in the classroom.
5. Discuss strategies at forward plan review meeting
6. Review progress made with pupil, parents and relevant staff.
7. Identify next steps based on progress made.

An Example of a Level 1 Support Strategy at Glenmanor ~ Lexion

The class teacher's role is to ~

1. Identify children in class who use Lexion. (This information is kept in a central list that can be found at the office.)
2. Have an up to date copy of the Lexion timetable, (also available at the office) and ensure that it is followed.
3. Alert the ICT co-ordinator if there are any problems or issues in following the timetable.
4. Become familiar with Lexion and seek training if necessary.
5. Review each child's progress on the computer and print out results for the term. (This should be undertaken during Challenge Week.)
6. Discuss the child's progress with the ICT co-ordinator and plan the exercises to be used for the next term.

The ICT Co-ordinator's role is to ~

1. Assess existing children once a year in August to determine their programme.
2. Pass the results to the Class Teacher and Head Teacher.
3. Discuss with Class Teacher exercises to be used in term 1.
4. Ensure an up to date list of children who use Lexion and a current timetable are available at the office.
5. Provide training for members of staff on the use of Lexion.
6. Liaise with Charlie Black on the use of Lexion.
7. Review results each term and discuss progress with the Class Teacher, Pupil and Parent.
8. Keep a Lexion file that contains information on the progress of each child.
9. Keep the Head Teacher updated on the use of Lexion within the school.
10. Assess new candidates for Lexion where appropriate and share results with Class Teacher, HT and any other relevant parties.

Staged Intervention Level 2 ~ Needs can be met within the resources of the school

After the Class Teacher plans for, evidences and monitors level 1 support strategies, the class teacher may decide further support is required.

The Class Teacher's role is to ~

- Complete ASN Internal Referral - Level 2 Support Request Form.
- Attach completed Level 1 Support Strategies Form/s to back of the Referral.
- Pass all paperwork to ASN Principal Teacher.
- Implement support/advice given by ASN Principal Teacher.
- Where support is intensive (one-to-one/therapist) and enduring (likely to last more than 12 weeks) and essential to allow access to an extended curriculum, an additional support plan (ASP) will be required.
- Draw up the ASP, in consultation with the pupil, parent, ASN teacher and ASN Co-ordinator.
- Write and co-ordinate the long-term and short-term targets for ASP. Where the ASN teacher is also planning for the same pupil, it is the class teacher's responsibility to ensure that all planning is included in one ASP.
- Review progress made with pupil, parents and relevant staff usually termly and at least annually.
- Identify next steps based on progress made.

The ASN Principal Teacher/ASN Teacher's role is to ~

- Arrange a consultation with the Class Teacher to further discuss forms.
- Suggest the support/assessment required from the school's existing resources eg Wave 3, Better Reading, Rainbow Reading, Social Groups, Lexia from ASN Teacher/ASN PT Teacher or Classroom Assistants.
- Implement additional support as agreed with ASN Co-ordinator
- Review progress made with pupil, parents and relevant staff usually termly and at least annually.
- Identify next steps based on progress made.

The ASN Co-ordinator's role is to

- Consult with ASN PT/T and agree the support required.
- Monitor level 2 strategies being implemented through class/group plans and additional support plans.
- Ensure that the plan is being implemented by ASN PT/T, Class Teacher and/or Classroom Assistant.
- Review progress made with staff during forward plan reviews on a termly basis.
- Have an overview of all pupils with additional support needs, how they are being supported and the impact of the support.

An Example of a Level 2 Support Strategy at Glenmanor ~ Wave 3

What is Wave 3?

Wave 3 is an intensive one to one intervention designed to improve reading. Each child receives a regular 20-minute session for around 20 weeks, 3 to 5 times per week. This is an additional input and not a replacement for effective classroom teaching.

The Aim of Wave 3

The aim of Wave 3 provision is to enable the child to make at least double the rate of progress in order to narrow the gap between the least able and their average peers. Children will work towards reading independently at the Turquoise level (Level 17). This is the level that it is currently recommended to enable pupils to attain Level A in Reading.

Structure of the Programme

Currently pupils in Glenmanor receive one-to-one intervention from a trained Wave 3 teacher for 20-25 minutes, three times a week. The programme is planned to last 20 weeks. The pupil has a Reading Day, followed by a Writing Day, followed by another Reading Day etc.

On a Reading Day the pupil –

1. Re-reads a familiar book
2. Carries out three fast letter work activities
3. Reads a new book following a book introduction
4. Reconstructs a sentence from the book
5. Learns a new word from the book

On a Writing Day the pupil –

1. Re-reads yesterday's new book, while the adult takes a running record
2. Revises words previously learnt
3. Composes and writes a sentence based on a picture or stimulus from the book they have just read
4. Learns a spelling from their writing
5. Reconstructs a cut up sentence taken from the pupil's written work

Assessment

A standardised assessment is carried out at the beginning of the programme and repeated at the end of the programme. Every child's results are sent to the authority, which monitor the effectiveness of the programme. In addition the child will be assessed through the running record every writing day. This will ensure that the child is always reading at the level that is best for him/her.

Records

All assessments and daily plans are kept in the pupil's folder. At the end of the programme these are transferred to the evidence file and the results of the starting and ending assessments are sent to the Local Authority.

Informing Parents

As pupils on the Wave 3 programme must all have an ASP, parents are contacted and invited for an interview where the programme is explained and their comments/concerns are taken account of and included. Pupils on the Wave 3 programme will have a specific Wave 3 comment on their Report Card and the Wave 3 teachers are available to speak to parents during Parent Events.

An Example of a Level 2 Support Strategy at Glenmanor ~ Better Reading

What is Better Reading?

Better Reading is an intensive one to one intervention designed to improve reading. Each child receives a regular 15 - 20 minute session for 10 week, 3-5 times per week. The focus is on comprehension skills. This is an additional input and not a replacement for effective classroom teaching.

The Aim of Better Reading

The aim of all Better Reading provision is to enable the child to make at least double the rate of progress. Children can be reading at any level but require a basic understanding of sounds and reading strategies.

Structure of the Programme

Currently pupils in Glenmanor receive one-to-one intervention from a trained Better Reading teacher for 20-25 minutes three times a week. The programme is planned to last 10 weeks. Each lesson follows the same format.

1. A familiar text is read and the teacher will focus on a particular type of questioning. This activity is to encourage fluency
2. The new text given during the previous session will be read and the teacher will take a running record. This ensures that the child is reading at the correct level and that the correct decisions are being made with regard to learning and teaching.
3. The teacher introduces a new text. Key points are raised and the pupil responds with appropriate prompts. The pupil takes this book home to re-read and returns it for the following session.

Assessment

A standardised reading assessment and a running record of an unseen text are carried out at the beginning of the programme and repeated at the end of the programme. Every child's results are sent to the authority, which monitors the effectiveness of the programme. In addition the child will be assessed through the running record every session. This will ensure that the child is always reading at the level that is best for him/her.

Records

All assessments and daily plans are kept in the child's folder. At the end of the programme these are transferred to the evidence file and the results of the starting and ending assessments are sent to the Local Authority.

Informing Parents

All parents are issued with an introductory letter when their child begins the programme and they also receive notification at the end. Pupils on the Better Reading programme will have a specific Better Reading comment on their Report Card and the Additional Support teachers are available to speak to parents during Parent Events.

Staged Intervention Level 3 Needs can be met within Learning and Leisure Services

The ASN Co-ordinator will arrange for a consultation meeting with the class teacher. This may result in identification of support that is required outwith the school but within Learning and Leisure Services.

The ASN Co-ordinator's role is to

- Specify the support from beyond the school but within Learning and Leisure Services eg Sensory Support, Psychological Services, and SAM Group.
- Ensure that the level of intervention is supported by an ASP, created by the Class Teacher.

The Class Teacher's role is to

- Draw up the ASP, in consultation with the pupil, parent, ASN teacher and ASN Co-ordinator.
- Write and co-ordinate the long-term and short-term targets for ASP.
- Review progress made with pupil, parents and relevant staff usually termly and at least annually.
- Identify next steps based on progress made.

Level 4 Needs can be met from agencies outwith Learning and Leisure Services

Some pupils may have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support between Learning and Leisure Services and other agencies outwith Learning and Leisure Services. For these pupils a co-ordinated support plan (CSP) is required. All services and agencies involved with the child will play a part in the drawing up of the CSP.

The CSP Co-ordinator's role is to

- Arrange a CSP meeting with all relevant services and agencies outwith Learning and Leisure Services.
- Specify the support required from Learning and Leisure Services and agencies such as Social Work and Health and/or the voluntary sector.
- Ensure that the level of intervention is supported through the development of a co-ordinated support plan.
- Ensure that the co-ordinated support plan is implemented.
- Review progress made in consultation with pupil, parent, all services and agencies termly for ASP and annually for CSP.
- Identify next steps based on progress made

Transitions

All children and young people go through transitions in their education. Early or timely planning is required to ensure continuity and progression between stages, breaks in education or a change in circumstances. In our school we plan for effective transitions for our pupils by ~

- Adhering to legislative timescales as detailed in ***Support for Learning Policy into Practice***.
 - Ensuring effective communication between establishments and agencies
 - Sharing joint assessments of support requirements
 - Ensuring continuity of support
 - Informing and involving children/young people and their parents/carers in Curriculum Events, Nursery visits to School, P7 visits to High School, Newsletters.
 - Focussing on solutions, not problems using Self Regulation.
 - Specifying the least intrusive methods of support required to meet anticipated needs
 - Discussing and passing on information held in files, pupil profiles, ASN Trackers in June.
- Please note the ASN Tracker is being phased in at P1 in session 2009-10.

Early or timely planning is also of particular importance when the learning of the child/young person has been interrupted. A range of factors may give rise to learning being interrupted such as ~

- Family circumstances - e.g. leading to a young person being taken into care
- Health - e.g. hospitalisation/a long period of absence from establishment
- Social and emotional - e.g. bereavement, asylum seekers, exclusion from school

Since factors will impact differently on pupils, it is important that we tailor support to meet the needs of the individual pupil and that such support is appropriate and proportionate to their needs. The duration of such support will vary accordingly to the needs of the individual pupil and their situation.

Managing transitions often involves a higher number of professionals hence the process of planning for additional support has to outline the liaison between sectors in education. Where other agencies are involved, the co-ordination of support has to outline the ways in which professionals across other agencies will work together to meet support needs both in the current educational establishment and the establishment that the pupil will transfer to.

At least twelve months before the change is about to happen (six months for the under fives) we will ~

- Seek advice/information from all appropriate agencies
- Contact associated nurseries/secondaries to establish which children may require additional support.
- Seek and take account of the views of the child/young person and their parents/carers
- Inform the child/young person and their parents/carers of decisions made
- Take account of this information and make necessary arrangements before the change takes place

At least six months before the change is about to happen (three months for the under fives) we will ~

- Decide what agencies need to be informed of the child/young person's needs
- Inform those agencies of the date of change, the child/young person's support needs and the provision to be arranged before the change to enable the smooth transition (with the necessary consents).
- Provide the parent/carer and the child/young person with copies of any information passed on to the appropriate agencies, for example, any other local authority, health board, colleges of further and higher education

Where child/young people have interrupted learning and require additional support then we will act as soon as information becomes available.

Roles and responsibilities

Senior Management Team

The Head Teacher co-ordinates all aspects of Support for Learning in Glenmanor Primary through the management of ~

- Staffing and deployment of staff
- Staff roles and responsibilities
- Resources
- Accommodation
- Budgets and finance
- Curriculum
- Links with external agencies
- Links with NLC staff including Quality Improvement Officer and Area Support Manager
- Co-ordinated Support Plans as CSP Co-ordinator

Class Teachers

- Identify, through assessment, any pupil who needs support.
- Complete ASN Early Identification Form and relevant Level 1 Support Strategies Form/s and ASN Overview and file these in forward plan.
- Plan for the implementation of level 1 support strategies through eg use of a particular teaching style, visual timetables, classroom assistant support.
- Implement strategies in the classroom.
- Discuss strategies at the next forward plan review meeting
- Review progress made with pupil, parents and relevant staff.
- Identify next steps based on progress made.

Teachers - Support for Learning

Support for Learning teachers in Glenmanor will:

- Promote the staged intervention process and a whole school approach to support for learning
- Work in consultation with others
- Maintain detailed records of strategies/ interventions and communicate these with the classroom teacher
- Support the process of additional support planning and co-ordinated support planning (where designated)
- Provide support /advice and staff development in line with current thinking and North Lanarkshire Policies and Procedures.

Classroom Assistants

Classroom Assistants in Glenmanor help to raise attainment and work directly under the supervision and direction of the class teacher. Although classroom assistants do not have a teaching role, they can perform a number of duties in the classroom, some of which may include supporting learning.

Additional Support Needs Assistants (ASNAs)

ASNAs in Glenmanor support pupils with additional support needs. They always work under the supervision and direction of the Head Teacher and Class Teacher. They are allocated to our school in line with North Lanarkshire's ASN resource allocation procedures. Support is specified with a particular pupil and in response to meeting particular needs. Duties may include:

- Assisting with mobility of pupils, their personal care and handling of specialist equipment
- Enabling access to the curriculum
- 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
- Liaising with class teachers over progress of pupils

Staff Development

In Glenmanor we provide opportunities for staff to increase and extend their skills and knowledge and to reflect upon the professional development they require to meet the needs of all pupils. Staff have access to development opportunities within and outwith the school

Full Involvement

In Glenmanor 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 in the following ways ~

- By informing them if their child has been identified as having additional support needs
- By planning with them on the best way to meet the child's additional support needs
- By giving feedback on any observations/assessments requested by the parent
- By reviewing short and long term targets on a termly basis
- By reviewing the existing provision if there is a change in the pupil's circumstances

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

Dispute Resolution

In Glenmanor 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, Nicola Barrington. In Glenmanor, the Head Teacher also co-ordinates all Support for Learning issues.

Another support for parents/carers is the Additional Support Manager, Dawn Cunningham, C/o St Gerard's' Primary, Bellshil, who is available for consultation with school staff and parents.

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. Advice can be sought from Dawn Cunningham, Area Support Manager.

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? 3" 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, ASN teachers and any other staff working closely with our pupils
- Monitoring pupil attainment
- Speaking to parents/carers
- Speaking to pupils
- Consulting pupil profiles

Evaluation & Review

- Annual self evaluation based on Quality Indicators from HGIOS 3
- Feedback from pupils, parents/carers
- Annual review of transition arrangements and the policy
- Annual review of all aspects as required
- Next review date is May 2011