

Greengairs Primary School



Personalised Support for Learning Policy

Greengairs Primary School

Personalised Support for Learners Policy

At Greengairs Primary School we strive to provide high quality support to enable all children to achieve the best that they can, and to learn and make progress.

Children are at the heart of their own learning and must be involved in the decisions that affect them. Interventions are only effective if they meet learner's needs and lead to progress so children's opinions are most valuable. This also includes support for their own specific needs and interests.

How this looks within Greengairs Primary:

- Inclusion is demonstrated within the ethos of the school and staff are focussed on meeting the needs of all learners.**
- Relationships within the school are strong and supportive, built on an ethos of trust and respect**
- Staged intervention is used effectively to ensure that the needs of all learners are met**
- Support is both universal and targeted to ensure positive impact**
- Expectations of all learners is high**
- Progression pathways for children requiring support are highly effective and continually reviewed and revised to ensure they meet individual needs**
- Robust assessment including where appropriate specialist input is used to identify learning needs and determine appropriate support and next steps**
- Parents and learners are actively involved in discussion about how their needs will be met and are part of the decision-making process**
- Staff differentiate appropriately to meet the needs of all learners and ensure appropriate pace and progression**
- Staff work with learners to identify which barriers stop them learning effectively and work together to remove them**
- Resources are carefully selected to meet learner needs**
- Staff have strong relationships with partner agencies and work to support learners needs**
- Teaching and support staff work closely together to meet the needs of all learners**
- Child's Plans are in place for all children who require any additional support and are regularly reviewed**
- Strategies are in place to support children who are distressed and need help to manage their emotions**

- Classroom layouts and resources are reviewed and revised to meet learner needs regularly
- Additional support staff are used strategically to support individuals and groups
- Interventions are used to support groups and individuals including Rainbow Reading, Catch Up Numeracy, IDL, Number Box, Toe by Toe and Read Write Inc
- Flexible programmes of study are used to meet learner needs
- Parents are the key to learning and should be actively involved in all decisions that support their child.
- High levels of support for families ensures that we work together to meet the needs of all children and are truly inclusive.

Tracking Progress within Additional Support

Before a block of planned intervention, staff will take a baseline to assess the learner's needs. If, after intervention, a significant barrier to learning is evident, a part 1 GIRFMe plan will be completed. If this persists, then a part 2 GIRFMe plan will be completed using SMART targets.

This will help track pupil progress and keep a log of interventions used and their effectiveness.