



Holy Family Primary and Mossend Primary

Equality And Inclusion Policy

RATIONALE

In Holy Family Primary we aim to meet the needs of all pupils so that they have access to the widest possible educational and social opportunities. All pupils, including those with additional support needs are supported to recognise their unlimited potential. In line the principles and purposes of A Curriculum for Excellence, we provide access to a broad and balanced curriculum through differentiation and a variety of teaching strategies and support.

AIMS

We aim to provide an appropriately differentiated curriculum for all pupils through staged intervention strategies which will be delivered through appropriate teaching and resources to help pupils achieve their potential and attain the four capacities of A Curriculum for Excellence. Staged intervention is used to identify, assess and support the learning needs of the pupils in our school.

Holy Family Primary complies with Learning (Scotland) Act 2004 as amended by the Education (Additional Support for Learning (Scotland) Act 2009

North Lanarkshire's policy is contained within "Support for Learning Policy into Practice 2"

In Holy Family Primary we ensure that all children are provided with a curricular experience which is appropriate to their age, stage and development. This may be achieved through class, group and individual teaching approaches enabling children to reach their full potential. However, some children may, at times in their school life, experience a learning difficulty or a barrier in accessing the curriculum fully. Through ongoing formal and informal assessment class teachers will identify where a pupil requires additional support.

Class teachers are responsible for meeting the needs of all the children in their class. Additional support may be provided by staff with additional responsibility for supporting learning and/or the senior Leadership Team. This support may include additional teaching in smaller groups or 1:1, advice to the class teacher, provision of appropriate materials and practical help within the classroom.



Holy Family Primary and Mossend Primary

Equality And Inclusion Policy

The school follows North Lanarkshire Council's Support for Learning Policy through the implementation of a staged intervention process:

Level 1 – Internal support, where education staff identify that a child or young person needs support or planning which can be met within the existing classroom setting.

Level 2 – Internal support, where education staff identify that a child or young person needs support or planning from within the school.

Level 3 – External support from within Learning and Leisure Services, where it is identified that the child or young person requires support or planning from beyond the school but within educational services.

Level 4 – External support provided on a multi-agency basis, where the children or young person's needs are identified as requiring support or planning from multi-agency services and these support needs will last for more than one year.

Holy Family Primary is able to cater for a wide range of additional support needs. The school works closely with Psychological Services and regular meetings are held with the school Educational Psychologist to discuss progress and support for pupils.

We work in partnership with other services include N.H.S. Lanarkshire, Hearing and Visual Impairment, Bilingual Services, Speech and Language Therapy, Occupational Therapy and Social Services to meet the needs of our pupils.

Where a child has English as an additional language they will be supported within school and, where appropriate, by North Lanarkshire's Bilingual Services.

Looked after Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. We have procedures in place which ensure that all Looked After Children are closely monitored and supported. Within Holy Family Primary the Head Teacher takes overall responsibility for individual Looked After Children, monitoring their educational progress and overall wellbeing.



Equality And Inclusion Policy

Parents and young people can request an assessment to establish whether a child or young person has additional support needs or requires a Co-ordinated Support Plan. This request should be formally made in writing to the Head teacher although the Head teacher welcomes parents with concerns to discuss these concerns with her in the first instance.

Parent and pupils are an essential part of the assessment, planning and review process and your views will be actively sought. Parents and young people can request of the authority to establish whether a child has additional support needs. They can also request an assessment at any time.

PLANNING

Getting it Right for Me Plans (Formally ASPs) enable staff to plan for children and young people with Additional Support Needs. Some children may require significant support from education and at least one other agency, such as health, social work, voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (C.S.P.) may be considered. Parents and young people can, if they wish, request a C.S.P. and are very much part of the process. A C.S.P. may be initiated by the school or another agency. Parents will receive letters from the Education Authority throughout the process of producing a C.S.P. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

TRANSITIONS

All learners go through transitions in their education

In our school we plan for effective transitions for our learners by:

- Adhering to legislative timescales
- Effective communications between establishments and agencies
- Shared joint assessment of support requirements
- Ensuring continuity of support
- Informing and involving learners and their parents/carers
- Identifying effective methods of support required to meet anticipated needs
- Reviewing and sharing information held in files, pupil profiles etc.



Equality And Inclusion Policy

Where learners encounter barriers such as family circumstances, health or social and emotional issues such as bereavement support will be put in place to minimise the effects of these and support the learner and their family.

At key points of transition planning for additional support involves joint planning between separate sectors in education. Where other agencies are involved, the co-ordination of support outlines the ways in which professionals across other agencies will work together to meet pupil support needs both in our school and the establishment to which he/she will transfer. Under current legislation this planning process will begin at least twelve months before the formal transition.

This means that the school will

- Gather information from all appropriate agencies
- Gather the views of the learner and their parents/carers
- Support the learner and their parents/carers when allocation of resource is agreed.
- Inform the relevant agencies of the date of transition, the learner's support needs and the provision required to enable the smooth transition.

ROLES AND RESPONSIBILITIES HEAD TEACHER and SENIOR MANAGEMENT TEAM – FRANCES WILSON HT, ANN LEBLOND PT, GILLIAN GALLAGHER PT

The Head Teacher has overall responsibility for all learning which takes place in the school and will be responsible for liaison with Educational Psychologist, Network Support Team, Additional Support Needs Coordinator, parents and external agencies. The team will ensure an overview of the effective management of curriculum and resource provision for all pupils' needs.

CLASS TEACHER

The Class Teacher is primarily responsible for supporting the learning of all pupils through the following approaches-:

- continuous assessment and evaluation to identify individual needs and next steps
- appropriate forward planning and record keeping to ensure effective teaching and learning • differentiation of the content and pace of learning i.e. planning and implementing additional support plans where required • varied teaching styles which provide a balance of class, group and individual
- activities based on agreed curriculum guidelines • involving children in setting learning objectives and evaluating progress towards their achievement



Holy Family Primary and Mossend Primary



Equality And Inclusion Policy

- providing opportunities for the reinforcement of prior learning
- providing challenging experiences for all pupils
- consulting with parents, other staff and visiting specialists to ensure appropriate interventions
- regularly review and consult on the progress of children

CLASSROOM ASSISTANTS – JANE CRAWFORD / GWEN GOLDIE

Classroom Assistants in our school endeavour to raise attainment and work in partnership with the class teacher to provide support and implement interventions.

ADDITIONAL SUPPORT NEEDS ASSISTANT – ALISON WALKER

The ASNA in our school endeavours to raise attainment and works in partnership with the class teacher to provide support and implement interventions.

The allocation to our school is in line with North Lanarkshire's resource allocation procedures. Support is specified for a particular learner and in response to meeting particular needs. 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.

Duties may include:

- Assisting with mobility of pupils, their personal care and handling of special equipment
- Providing support and implementing interventions
- Providing pastoral support for learners.
- Liaising with all staff to support learners.
- Participating in relevant staff development
- Liaising with class teachers over progress of learners.



Holy Family Primary and Mossend Primary



Equality And Inclusion Policy

PARENTS/ CARERS

Parental / Carer support is essential in raising attainment and their partnership is encouraged and views are gathered on an ongoing basis.

We communicate effectively soon as a learner concern arises and work in partnership to achieve resolution.

NETWORK SUPPORT TEAM – SUBJECT TO REQUESTS FOR ASSISTANCE

The Network Support Teacher is

- involved in the assessment of learners.
- supports the class teacher through consultation
- is involved in direct/cooperative teaching as appropriate
- provides curriculum support and records impact of this
- enhances Additional Support Needs provision already existing in school

PSYCHOLOGICAL SERVICE –

EDUCATIONAL PSYCHOLOGIST - ANNIE PATERSON

The psychologist will jointly agree priorities of work with the school on an annual basis.

- All work undertaken is specific and time limited.
- Any referral received from other agencies is discussed with the school.
- Feedback on assessments is provided by the psychologist to the school and parent/carer.
- Following feedback, the psychologist discharges the case, unless further specific objectives are agreed.
- School and parents receive a concise summary of intervention prior to discharging of the referral.



Equality And Inclusion Policy

ADDITIONAL SUPPORT NEEDS COORDINATOR – FRANCES WILSON HT

The Additional Support Needs Coordinator is responsible for coordinating the programme throughout the school by:

- consulting with staff, classroom assistants, additional support needs assistants and the Network Support Teacher on an ongoing basis to identify the needs of the identified learners and the progress of their interventions
- being involved in or giving guidance on the assessment of pupils as well as being involved in interventions as her timetable allows
- liaising with external agencies and parents as appropriate
- identifying the roles and responsibilities of auxiliary staff e.g. ASNAs and classroom assistants to support the support needs of individual learners.
- organising and maintaining records for all learners with a Getting It Right For Me Plan.

IDENTIFICATION OF ADDITIONAL SUPPORT NEEDS

- Learners with additional support needs will be identified by the class teacher or concerns may be identified by parents /carers.

The staged intervention process will then begin

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- This is reviewed on a regular basis with parents/carers and learners where they are encouraged to discuss any concerns and to initiate additional reviews as appropriate.



Holy Family Primary and Mossend Primary



Equality And Inclusion Policy

DISPUTE RESOLUTION- LEARNERS

Our school policy is that of restorative practice where learners are encouraged to discuss their area of conflict with a peer mediator and jointly find a resolution to their issue. Where the conflict cannot be resolved or is of a significant nature then the dispute would be managed by the class teacher or a member of the management team. Minutes are recorded and added to pastoral notes as appropriate.

DISPUTE RESOLUTION- PARENTAL

In our school all staff strive to resolve any concerns with understanding and open and honest communication.

We address any concerns with a solution focussed approach.

Minutes are recorded and added to pastoral notes as appropriate.

If a parent/carer has continuing concerns they have the right to contact North Lanarkshire Council in relation to this.