

Kirkshaws Primary School



Additional Support for Learning Policy Getting it Right for Every Child

Updated: August 2026

The UN Convention on the Rights of the Child underpins this policy:

Article 3: The best interests of the child must be a top priority in all things that affect children.

Article 6: Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 28: Every child has the right to an education.

1. Policy Statement

Kirkshaws Primary School is committed to ensuring that every child can access and benefit from education in line with the Education (Additional Support for Learning) (Scotland) Act and GIRFEC (Getting it Right for Every Child). We recognise that children may require additional support for a wide range of reasons, and that these needs may be short or long-term. A child has Additional Support Needs (ASN) when they require support that is additional to, or different from, that provided to peers of the same age.

2. Aims

Through the Curriculum for Excellence, we aim to support all learners to become: Successful learners; Confident individuals; Responsible citizens; Effective contributors.

3. Identification and Support

Class teachers deliver high-quality universal provision for all learners. Where barriers to learning have been identified, support is first sought through school resources and staff. If required, education or health services may assist; multi-agency support is used for more complex needs. Parents/carers are informed and involved throughout the process. Care Experienced children are deemed to have ASN unless assessment indicates otherwise. Learners requiring additional challenge will also have needs identified and supported.

4. Staged Intervention

Level 1 – Universal support through effective classroom practice

Level 2 – Targeted support within agencies where a Request for Assistance has gone in for support, (e.g. Occupational Therapy, Physiotherapy, pupil counselling, Educational Psychology).

Level 3 – Multi-agency support where agencies are working together to plan for a child.

Level 4 – Coordinated long-term multi-agency support.

5. Planning

Getting It Right For Me (GIRFMe) Plans support targeted needs with learner input.

Coordinated Support Plans (CSPs) apply where long-term multi-agency involvement is required.

English as an Additional Language (EAL) support is provided based on assessed need.

6. Transitions

Transitions follow statutory timescales, joint planning, continuity of support, and involvement of parents/carers.

Support for interrupted learning is tailored and may involve multi-agency coordination.

7. Roles and Responsibilities

The Leadership Team oversees ASN provision.

Teachers and Early Learning practitioners meet individual needs and review children's progress and development.

Cluster Support Teachers (CSTs) and Cluster Resource Teachers (CRTs) teachers promote staged intervention through the North Lanarkshire Empowered Cluster model.

Learning Assistants support learning under teacher direction and support identified pupils who require assistance with mobility, personal care, daily medication and learning tasks.

Parents/carers participate in identification and review processes and should contact the school leadership team if they believe their child requires additional support at school or nursery.

8. Staff Development

Staff access ongoing professional learning

There are school coordinators of Literacy, Numeracy, and Health & Wellbeing who also support in the additional support for learning process.

9. Dispute Resolution

Concerns are addressed through open communication with relevant staff. If unresolved, parents may speak to the Head Teacher.

Formal routes include independent adjudication and ASN tribunals.

10. Monitoring and Review

Self-evaluation uses HGIOS4 and the Quality Improvement Framework for the Early Learning and Childcare Sectors.

Monitoring includes observation, consultation, attainment tracking, parental feedback, and pupil voice.