Kirk O’ Shotts Primary School & Nursery Class



Support for Learning Policy

May 2017

In Kirk O’ Shotts Primary School and Nursery Class 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, most pupils may, at some point in their school life, experience a learning difficulty or a barrier in accessing the curriculum fully.

“The Education (Additional Support for Learning) (Scotland) Act 2004 is underpinned by the theme of equality. It requires establishments, local authorities and other agencies to address additional support needs which may arise during the course of a child/young person’s education. It introduces a new framework for providing for children who require additional help with their learning. It aims to ensure that all children are provided with the necessary support to help them work towards achieving their full potential. It also promotes collaborative working amongst all those supporting children and stipulates that children should be meaningfully involved in arriving at decisions that will affect them. Similarly, parents must be fully involved in discussions and decisions about their child’s learning.”

**Aim**

To support all our pupils to achieve their potential and become:

* Successful learners
* Confident Individuals
* Responsible Citizens
* Effective Contributors

To enable us to do this effectively, we also aim to:

* Ensure pupil’s needs are recognised and additional support given.
* Follow a systematic procedure for identification and review of pupils requiring

 additional support.

* Have clear guidelines for the roles and responsibilities of teachers, school staff and specialist support services.
* Ensure that pupils and their parents or carers are consulted about decisions which affect them.

***The school follows North Lanarkshire Council’s ‘Support for Learning Policy into Practice 2’, a copy of which is available in the school.***

**Identification and Assessment of Additional Support Needs**

Class Teachers know the children in their classroom better than anyone else in the school and therefore are best placed to monitor individual progress and identify those in need of support.

**Assessment**

We assess each pupil’s learning and support needs through a consideration of:

* Tracking and monitoring
* Pupil self-evaluating and reflecting on personal learning
* Formative and Summative assessments
* Professional dialogue
* Checklists of behaviours and skills
* Pupil profiles and previous records

and through information provided:

* By parents
* Through consultation with other professionals
* 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
* Barriers to learning

The school follows North Lanarkshire Council’s Support for Learning Policy in Practice 2 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 where education staff identify that the child or young person requires support or planning from beyond the school but within education.

**Level 4** – External support provided on a multi-agency basis, where the child or young person’s needs are identified as requiring support or planning from agencies outwith education such as health, social work and/or voluntary services and these support needs are likely to last for more than one year.

Kirk O’ Shotts 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. Other services include N.H.S. Lanarkshire, Hearing and Visual Impairment, Bilingual Services, Speech and Language Therapy, Occupational Therapy and Child, Adolescent Mental Health Service (C.A.M.H.S) and Social Services (including Transport and Housing).

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.

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. Requests should be made to the head teacher.

**Roles and responsibilities**

**Management Team**

The Head Teacher and Principal Teacher will ensure the effective management of provision for pupils needs through the management of:

* Staffing and deployment of staff
* Staff roles and responsibilities
* Resources
* Accommodation
* Budgets and finance
* Curriculum
* Links with external agencies

**Teachers**

Class teachers are responsible for meeting the needs of all the children in their class and:

* Respond to individual needs
* Use a range of assessment techniques and teaching strategies to support children
* Maintain records of progress and next steps for children
* Consult with pupils parents and other staff and visiting specialists as required to ensure appropriate interventions for the child.
* Establish next steps, as appropriate
* Review regularly, and in consultation, the progress of children

**Teachers - Support for Learning**

Any additional staff used to support learning in our school 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 Class Teacher
* Support the process of additional support planning and co-ordinated support planning

 (where designated)

* Provide support /advice and staff development

**Classroom Assistants**

Classroom Assistants in our school 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 Auxiliaries (ASNa)**

ASNa in our school support the raising attainment of all pupils. They always work under the supervision and direction of the Class Teacher. They are allocated to our school in line with North Lanarkshire’s resource allocation procedures. 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
* Keeping pupils on task
* 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
* Consulting with class teachers over progress of pupils

**Parents**

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:

* When a pupil has been identified as having additional support needs
* When there is a change in a pupil’s circumstances that requires a review of provision
* On a regular basis to review short term and long term targets

We work with parents to actively involve them in their child’s learning. Parents / carers will:

* Be invited to attend regular meetings to discuss their child’s progress. Parents are invited to 2 parents’ evenings each session. If a parent is unable to attend on the given date an alternative time will be offered.
* Where there is a need for a Co-ordinated Support Plan, be fully involved in the planning and review.
* Where there is a need for an ASP (Additional Support Plan) be aware of the learning plan set for their child.

**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
* Effective communications between establishments and agencies
* Shared joint assessment of support requirements
* Ensuring continuity of support
* Informing and involving children/young people and their parents/carers
* Focussing on solutions, not problems
* Specifying the least intrusive methods of support required to meet anticipated needs
* Discussing and passing on information held in files, pupil profiles etc.

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 our pupils it is important that we tailor supports to 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.

Under current legislation in our school, 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
* 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.

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

**Staff Development**

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 both within and outwith the school.

**Quality Assurance**

Self-evaluation of the quality of learning and teaching and support for pupils is the responsibility of all teaching staff and the 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
* Observation of class work (e.g. jotters)
* Consulting class teachers and support for learning teachers, and where appropriate, any other staff working closely with our pupils
* Monitoring pupil attainments
* Speaking to parents/carers
* Speaking to pupils
* Consulting pupil profiles

**Dispute Resolution**

In Kirk O’ Shotts Primary 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. (Gillian Matthews)

Another support for parents/carers in our school is the additional support manager. (Carolan Burnett)

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.

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.