

Mavisbank School

Support for Learning Policy



Mavisbank School

Rationale

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.

Pupils will receive the identified support required to enable them to benefit fully from the education provided and to reach their full potential.

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

Additional support means provision which 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

We aim to support all our pupils to achieve their potential and become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Through a consistent, equitable and transparent approach we also aim to:

- 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 which affect them

Staged Intervention

Staged intervention is a process, which is used to identify, assess and support the learning needs of the 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

Stage 1

A pupil is identified as having additional support needs. These needs can be met within the resources of the classroom. For example, differentiation, a particular teaching style, visual timetables.

The class teacher, on discussion, plans for, evidences and monitors this intervention i.e. forward planner.

Stage 2

A pupil is identified as having additional support needs. These needs can be met within the resources of the school, not normally found in the classroom, for example, support for learning teacher.

The class teacher, on discussion, plans for, evidences and monitors this intervention.

Where this support, however, is intensive (one-to-one/therapist) and enduring (likely to last more than 12 weeks) and essential to allow access to, an elaborated, reinforced, or extended curriculum, an additional support plan (ASP) will be required.

The plan is drawn up by the class / designated teacher (sec department) who will also write and/or co-ordinate the long-term and short-term targets. At this level of individualisation, the head teacher or a designated member of staff is appointed to have the overview of all pupils with additional support plans.

Stage 3

At this stage, other services within education but outwith the school are involved in the pupil's plan, for example, Sensory Support, Psychological Services, and Support & Microtechnology.

The plan is drawn up by the class / designated teacher who will also write and/or co-ordinate the long-term and short-term targets. At this level of individualisation, the head teacher or the designated member of staff has the overview of all pupils with additional support plans.

Stage 4

At this stage, it is recognised that a child/young person may require additional support from services outwith education, for example, Speech & Language Therapy, Social Work, Occupational Therapy and Physiotherapy

All of our pupils have additional support needs arising from complex or multiple factors, which require a high degree of co-ordination of support from the education authority and other agencies and for these pupils a Co-ordinated Support Plan (CSP), will be required. (Appendix 2)

All services and agencies involved with the child/young person will play a part in the drawing up of the CSP. The CSP co-ordinator will arrange the meetings and write the CSP. A CSP is a statutory document that is subject to regular monitoring and reviews for those pupils who meet the criteria for requiring one.

Assessment

We assess each pupil's learning and support needs with our partner agencies using a wide range of assessment procedures, which may include

- Pupil profiles and previous records
- Observations
- Checklists

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 where required or requested
- By pupils interviews where appropriate and by pupil observation.

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

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
- A focus 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.
- Follow-through.

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.

In Mavisbank there are three transition phases planned. They are:

- transition from nursery - primary
 - transition from primary to secondary
 - transition from secondary to adult life in the community.
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- **Nursery - Primary transition arrangements.**
 - **Primary - Secondary transition arrangements.**

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 parents/carers of decisions made
- Make individual provision to raise the awareness of pupil's opportunities for life beyond school.
- Make individual provision to enable pupils to make informed choices about further education and life in the community.
- 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

At least three months before the change is about to happen we will:

- Follow the decisions of the allocation panel and ensure that planned visits between the two schools of both staff and the pupil take place.
- That we will provide a copy of our handbook and information regarding the staff who will work closely with the pupil.
- Facilitate a smooth transition.

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

Secondary –Post school transition arrangements.

Under current legislation in our school, at least twelve months before the change is about to happen (but usually at the beginning of the pupil's fifth year) 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 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

No later than twelve months before a young person is leaving school we will:

- Check the adequacy of support available from the local authority until the point at which the young person will leave school
- Provide facilities for transition planning meetings, attend meetings where appropriate and help inform the choices, which create the Transition Plan drawn up by the Social Work Department.
- See and take account of the views of the child/young person and their parents/carers
- Request information in respect of the provision for the young person when they leave school, from any agency necessary

No later than six months before a young person is leaving school we will:

- Inform all relevant agencies of the date of leaving, the young person's additional support needs and other appropriate information to help the agency make good provision (with necessary consents)
- Work closely with identified Care Providers to ensure a smooth transition to a Care in the Community Package. E.g. by inviting carers to spend time in class

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

- To work closely with Speech and Language Therapists to help inform the Communication Passport.
- To support parents / pupil from child to adult Health Board Services.

Roles and Responsibilities

Senior Management Team

The team will ensure an overview and 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
- Overall manage Additional Support Needs Assistants Staff Development

In Mavisbank, all members of the Senior Management team and Principal Teacher have a pastoral responsibility to:

- Promote the staged intervention process and a whole school approach to support for learning
- Work in consultation with others re: pastoral support
- 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) re: pastoral care and pupil welfare
- Provide support /advice and staff development

Teachers

Teachers are responsible for educating pupils in their class and:

- Respond to individual needs
- Use a range of assessment techniques and teaching strategies to support children
- Consult with pupil's 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
- Attend In-service

Additional Support Needs Assistants (ASNAs)

ASNA's in our school support the raising attainment of all pupils. They always work under the supervision and direction of the class teacher and Head Teacher. They are allocated to our school in line with North Lanarkshire's resource allocation procedures. Additional support required is specified to support a particular pupil and in response to meeting particular needs. Duties may include:

- Assisting with mobility of pupils, their personal care and handling of special equipment
- Keeping pupils on task
- Promoting and supporting pupils communication needs
- 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
- Administration of emergency medication
- Working with other professionals and agencies to deliver identified pupil plans

Staff Development

In our school, we provide extensive and ongoing 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 has access to development opportunities within and outwith the school including 5 or 6 in-service days. They have the opportunity to gain recognised certificated qualifications.

Full Involvement

In our school we recognise the full involvement of parents/carers and pupils as very important. Parents work alongside staff to ensure a continuation of learning at home. We acknowledge that parents play a key role in enabling us to make effective provision, and those pupils and their parents/carers hold information that supports positive outcomes for our pupils. We involve parents/carers and pupils where appropriate:

- 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

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

We support pupils by, for example, the use of signing, exaggerated gesture, symbols, photographs and objects of reference. These enable them to make informed choices and engage confidently in decisions about their education.

We develop their skills to enable them to become:

- Confidant individuals
- Effective contributors
- Responsible citizens
- Successful learners

We ensure that staff are knowledgeable, skilled, and confident in working with parents, pupils, other agencies and the local community to ensure equal access to education.

Dispute Resolution

In our school, 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.

Parents/carers can also express their concerns to the Additional Support Manager who will provide support in addressing any issues.

They can also contact the Education Officer with responsibility for Support for Learning. Contact names and telephone numbers are available from the school.

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.

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 (5.9) 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 learning and teaching.
- Peer evaluation and exchange of Good Practice.
- Consulting class teachers and support for learning teachers, and where appropriate, any other staff working closely with our pupils.
- Monitoring pupil attainments.
- Monitoring of service delivery of health board professionals and Social Work in line with the CSP process.
- Consult with parents/carers
- Consult with pupils where appropriate
- Consulting pupil profiles
- Consultation and collaboration with agency partners.

Reviewed by John Lochrie, Eileen McDonnell July 2015

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