

- Establish next steps, as appropriate
- Review regularly, and in consultation, the progress of children

At Orchard Primary School we recognise the full involvement of parents/carers and pupils as very important. We involve parents/carers and pupils:

- At every stage of support, from initial assessment to parents meetings to discuss the learner.
- At new target setting and a review of learner targets.
- At any point we consider additional support may assist learning. This will not wait until a formal Parent's meeting.

Staged Intervention

This approach ensures the correct support for the child and includes all involved in support

Stage 1

A pupil is identified as having additional support needs. These needs can be met within the resources of the classroom.

Stage 2

A learner's needs can be met within the resources of the school, not normally found in the classroom, for example, support for learning teacher.

Stage 3

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

Stage 4

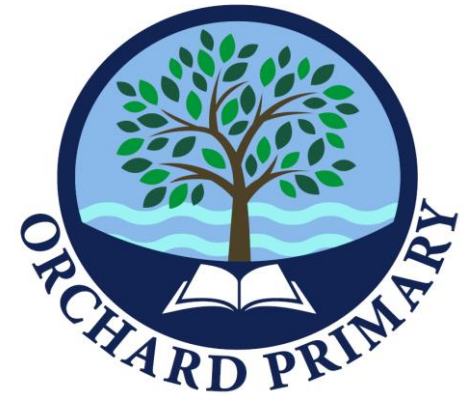
At this stage it is recognised that a child/young person may require additional support from services out with education, for example, Speech & Language Therapy, Social Work, Occupational Therapy.



If you would like to find out more about the Curriculum for Excellence and related Experiences and Outcomes, visit the

Parent Zone of our school website:

<https://blogs.glowscotland.org.uk/nl/orchard>



GETTING IT RIGHT FOR EVERY CHILD

Parent Guide



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 learning.

Our school environment will support our children to grow and develop to be:

Safe – protected from abuse, neglect or harm at home, in school or in the community

Healthy - experiencing high standards of physical and mental health, and supported to make informed choices

Achieving - receiving support and guidance in their learning thus boosting their skills, confidence and self-esteem

Nurtured - having a nurturing and stimulating place to grow

Active – by offering many opportunities to take part in a wide range of activities helping them to build a fulfilling and happy future

Respected - given a voice and involved in the decisions which affect their well-being

Responsible - taking an active role within their schools and communities

Included - receiving help and guidance to overcome social, educational, physical and economic inequalities and to be accepted as a member of the community in which they live and learn.

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

- P.M. Benchmarks
- Single Word Spelling Tests
- PHAB Assessments
- SNSA and CEM Data
- 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
 - Through Dialogue with pupils



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

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.

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 pupils parents and other staff and visiting specialists as required to ensure appropriate interventions for the child.