



St. Andrew's Primary School & Nursery Class



Support for Learning Policy



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Rationale

At Saint Andrew's Primary and Nursery School, we believe that 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.

A child has additional support needs where, for whatever reason, the child 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

All staff will ensure that children get the opportunity to learn in a supportive climate, where they are encouraged to take risks and learn from their mistakes. Through a consistent, equitable and transparent approach we also aim to:

- Ensure that pupils' needs are recognised early on in their school life and appropriate support given.
- Detail an identification and review system, which follows the staged intervention model, to 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 into account when making decisions that affect them.

Identification and Assessment Procedures

In most cases, the first step in identifying an additional support need will be an initial observation or assessment made by the class teacher. The class teacher should then discuss their concerns with the Principal Teacher responsible for that stage as early as possible. At this point strategies may be suggested to try in class.

The Principal Teacher may then carry out additional observations and assessments.



Staged Intervention

Where the school identifies needs which require additional intervention and support, the process of “Staged Intervention” will begin, to determine the level of support required.

Stage 1	
Level 1 Universal (in school)	<ul style="list-style-type: none"> ➤ Request For Assistance (within education) ➤ What I Think Tool/ GIRFEC APP ➤ Getting It Right For Me Plan (1) (11) ➤ Classroom Planning
Stage 2	
Level 2	<ul style="list-style-type: none"> ➤ Chronology (where appropriate) ➤ Request for Assistance (Partner agencies) ➤ Wellbeing Assessment (single agency, part 1) (where appropriate) ➤ Getting it Right For Me Plan (1) (11)
Stage 3	
Level 3	<ul style="list-style-type: none"> ➤ Child’s Plan/ Lead Professional ➤ Co-ordinated Support Plan ➤ Getting It Right for Me Plan (partner Agencies) ➤ Wellbeing Assessment (My World Triangle, single agency, part 2)
Stage 4	
Level 4	<ul style="list-style-type: none"> ➤ Child’s Plan/Lead Professional ➤ Integrated Assessment ➤ Integrated Chronology ➤ Consult Staged Intervention Framework

Support For Learning Interventions in St Andrews	
Literacy	Numeracy
<ul style="list-style-type: none"> • Early Intervention (literacy group support) • Wave 3 • Better Reading • Rainbow Reading • IDL • Read Write Inc • SAM support for ICT resources • SFL group literacy 	<ul style="list-style-type: none"> • The Number Box • Catch Up Numeracy • SEAL • SFL Maths Groups- SMT



Record Keeping

- An up to date Support For Learning Overview is in place
- An individualised record of support is kept in the SMT folder with class teachers having a hard copy.
- The Head Teacher and both Principal Teachers have access to Pastoral Notes and regularly update and edit this.
- A record of SMID 1-3 children is in place to ensure that these children's needs are being met.
- GIRFME plans have been made up by the class teacher and they share this information with SMT and if necessary outside agencies.

Roles and Responsibilities

The Class Teacher

- All teaching staff have a role in assisting pupils to acquire positive attitudes to learning.
- It is the responsibility first and foremost for the class teacher to identify the needs of the children in their class and through planning and monitoring and tracking highlight the children in need of support.
- In St Andrew's we aim to minimise as much as possible children being extracted from the class for support for learning however with interventions such as Rainbow Reading, Wave 3, IDL and Catch up Numeracy, this cannot be avoided. Where support is needed within class, the class teacher shall plan with the SFL teacher to give support to identified children or groups.
- Quantifying the gap is paramount to our commitment to raising attainment in St. Andrew's and ensuring that all children are reaching their potential.
- Teachers to ensure support staff deployed to support but not solely learning support groups.
- Communicate with parents and advise on supports.

The Principal Teachers

- Principal Teachers will carry out further assessments before requesting support from outwith school ie Educational psychologists, SAM, EAL, ELCAT, CLD and Literacy Hub.
- Timelines for children in need of support children have been put in place and updated by Principal teachers.
- Principal Teachers are timetabled to provide some support for learning and will work and plan with class teachers to carry out this function.
- Principal Teachers have an overview on Personalised Support and shall monitor this and adapt it as appropriate.
- Principal Teachers regularly liaise with the Head Teacher, Class Teachers and all relevant agencies to ensure that appropriate support is in place and that children are being given the best possible opportunities to reach their potential.
- Principal teachers ensure that Support Staff have appropriate training and are deployed to work with groups of children in various curricular areas
Support staff have all been trained in IDL, Read Write Inc and most on Rainbow Reading; some in Number Box and Catch Up Numeracy.

The Head Teacher

- The Head Teacher is responsible for overseeing all Teaching and Learning in St. Andrew's Primary.
- There is a robust monitoring and tracking system in place which ensures that gaps are being met and that strategies are put in place to alleviate this.
- The Head Teacher has created a Support For Learning overview so that all staff are aware of the children requiring support and additional needs and she meets with staff regularly to review and update this.



Appendix 1

Pupil Voice

Pupils were consulted on their opinion of the SfL policy. We often refer to our school vision SMART statement and how the S stands for Supportive and A stands for Achieving .

“I like working on IDL. My mum helps me at home since coming to the workshop.”

“Rainbow reading is fun. I go first thing before lessons even start.”

“I like working on the number box games. I ma getting faster.”

“I like Wave 3 because I get to work with teacher to myself.”

“Read, Write inc is good. My spelling is getting better.”

“I use to hate writing day but I like the clicker programme. It really helps.”

Parental Voice

Our parent Council were consulted on the SfL policy they responded with the following points:

