



Saint Brendan's Nursery Class



Additional Support for Learning Policy

"Staff are flexible and responsive to children's personal, emotional education and physical needs. They are responsive to the support needs of individual children and are sensitive to individual circumstances."

Rational

Within our nursery we recognise that all children are unique individuals and may require additional support with their learning and development. The level and input of support required will be as necessary for each child. Additional support for a child is to support them with their education and would be in addition to the provision offered within the nursery. 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 education.

Aims

We aim to support children with additional needs by providing a child centred, nurturing environment where children have the opportunity to become successful learners, confident individuals, responsible citizens and effective contributors.

As a team we will:

- Assess the learning needs of each child and use this in planning and to build a profile of the child.
- Follow the staged intervention approach outlined in North Lanarkshire Councils Policy to ensure we meet the needs of the child.
- Work in partnership with parents/carers to ensure early identification of additional support needs.
- Identify appropriate support from staff, Nursery and Lead Practitioner, Management team and outside agencies as appropriate.
- Target the children's support needs through rigorous planning, which is recorded through a GIRFME plan, which is reviewed regularly.
- Provide a profile of achievement for the child.
- Define the roles of nursery staff to support the child.
- Consult with the child and their parents/carer to ensure their views are taken account of.
- Work in partnership with parent/carer and support agencies.

- We will ensure that an effective transition programme is in place prior to moving on to primary education. We will consult with parent/carer and seek support and advice of specialist agencies.

This staged intervention process follows Three Strands of Support, Universal, Additional and Intensive Support:

Additional Support – Internal support, where education staff identify that a child or young person needs support or planning which can be met within existing school or playroom settings or internal support, where education staff identify that a child or young person needs support or planning from within the school, early years establishment or education and families.

Intensive Support – External support provided on a multi-agency basis, where the child or young person's needs are identified as requiring support or planning from multi-agency services and these support needs are likely to last for more than one year.

Assessment

Children's learning is assessed every day. Staff observe the children at play, listen to them and talk to them, to be able to develop the children's learning. An individual record of children's progress will be built up which may include examples of children's work, photographs and comments on children's strengths and interests and what they need to learn next. In this way, information about strengths, developmental needs and possible next steps are identified. This allows feedback to be given to the child about his/her own learning and for information to be reported to parents, colleagues and other professionals. Observations are kept in the child's Learning Journal and targets in their GIRFME and Personal Care Plan.

We assess each child's learning and support needs through a process of:

- Observations
- Child's Learning Journal and previous records
- Monitor and Assessments
- Data

And through information provided:

- By parents/carers
- Through consultation with other professionals

- In minutes of review meetings and case conferences
- Through psychological assessments
- By discussion with children

The assessment will enable staff to build a profile of:

- The child's needs as a learner
- Curriculum issues
- Social skills and relationships
- Emotional behaviour

Additional

A child is identified as having additional support needs. These needs can be met within the resources of the playroom. For example, differentiation, adaptation of resources, visual timetables

The key worker, in discussion with all involved including parents, plans for, evidences, monitors and evaluates all intervention strategies. The key worker, in discussion with all involved including parents, plans for, evidences, monitors and evaluates this intervention. At this stage other services within education but out with the nursery can become involved in supporting the child, for example Speech & Language Therapist, Hope, Cluster Support, Sensory Support and Psychological Services. Where this support, however, is concentrated (one-to one/therapist) and enduring (likely to last more than 12 weeks) and essential to allow access to an elaborated, reinforces or extended curriculum, a GIRFME Plan will be required.

The plan is drawn up by the key-worker who will also write and/or co-ordinate the long-term and short-term targets. At this level of individual planning, the SMT has an overview of all children with additional support plans.

Intensive

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

For a small number of our children who have additional support needs arising from complex or multiple factors a Co-ordinated Support plan (CSP) will be required to co-ordinate the support from the education authority and the other agencies. All services and agencies involved with the child will play a part in the drawing up of the CSP. The CSP co-ordinator (Head Teacher) will arrange the meetings and write the CSP. A CSP is a statutory document that is subject to regular monitoring and reviews for those children who meet the criteria for requiring one.

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 nursery we plan for effective transitions for our children by:

- Adhering to legislative timescales
- Effective communications between establishments and agencies
- Shared joint assessment of support requirements
- Informing and involving children and their parents/carers
- Specifying the least intrusive methods of support required to meet anticipated needs
- Discussing and passing on information held in files, children's profiles etc.
- Follow-through

Early or timely planning is also of particular importance when the learning of the child has been interrupted.

Following current legislation, we will:

- Seek advice/information from all appropriate agencies
- Seek and take account of the views of the child and their parents/carers
- Inform the child and their parents/carers of decisions made
- Take account of this information and make necessary arrangements before the change takes place
- Decide what agencies need to be informed of the child's needs
- Inform those agencies of the date of change, the child's additional support needs and the provision to be arranged before the change to enable the smooth transition (with the necessary consents)
- Provide the parent/carer with copies of any information passed on to the appropriate agencies, for example, any other local authority or health board.

Where a child has interrupted learning and required additional support then we should act as soon as information becomes available.

Roles and Responsibilities

Management Team

The team will ensure an overview and the effective management of provision for pupil's needs through the management of:

- Staff and deployment of staff
- Staff roles and responsibilities

- Resources
- Accommodation
- Budgets and finance
- Curriculum
- Links with external agencies

Early Learning and Childcare Practitioner:

They are responsible for the education and care of children assigned to them; they will:

- Respond to individual needs
- Use a range of observation and assessment techniques and teaching strategies to support children
- Consult with children, parents and other staff and visiting specialists as required to ensure appropriate interventions are in place for the child
- Establish next steps, as appropriate
- Review regularly, and in consultation, the progress of children
- Provide a child centred education through 'Curriculum for Excellence'

Support Worker: Additional Support Needs

Support workers in our nursery, support raising attainment of all children. They work under the supervision and direction of the Head Teacher/ Principal Teacher. They are allocated to our nursery in line with North Lanarkshire's resource allocation procedures. Support is specified for a particular child and in response to meeting particular needs. Flexibility will be clarified where an assistant meets the needs of more than one child in the playroom and or where an assistant is withdrawing support and encouraging independence in the child. Duties may include:

- Lunch cover
- Assisting with mobility of children and handling of specialised equipment
- Personal care
- Supporting children to access learning opportunities
- Conducting learning tasks as directed by the key worker, CST, therapist
- Consulting with key worker over progress of pupils
- Liaising with staff to support children
- Participating in relevant staff development

Staff Development

In our nursery we provide opportunities for staff to increase their skills and knowledge and to reflect upon the professional development they require to meet the needs of all children. Staff have access to development opportunities within and out with the nursery.

Full Involvement

In our nursery we recognise the full involvement of parents/carers and children as very important. We acknowledge that they play a key role in enabling us to make effective provision, and that children and their parents/carers hold information that supports positive outcomes for their children. We involve parents/carers and children:

- When a child has been identified as having additional support needs
- In all aspects of planning to meet the additional support needs of their child
- When there is a change in a child's circumstances that requires a review of provision
- On a regular basis to review short term and long term targets

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

Resolving Disputes

In our nursery 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. In the first instance parents/carer's should speak to their child's key worker. If however, a parent/carer remains unhappy, they should speak to the Lead Practitioner and/or Principal Teacher./Head Teacher.

Formal procedures for resolving disputes included independent adjudication and additional support needs tribunal. Support to access these procedures is available (in the first instance) by contacting the Head Teacher and in the nursery handbook.

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