

# SUPPORT FOR LEARNING POLICY AND PROCEDURES

## **Rational**

At Stepps Primary 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.

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

Staff will strive to create a supportive climate in school in which the contribution of each child is of equal value. 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

## **GIRFEC**

All support given to a child will be done in the framework of Getting it Right for Every Child (GIRFEC). This is an integrated framework for developing children's development and wellbeing.

## **Identification and Assessment of Additional Support Needs**

Class Teachers and Early Years Practitioners know the children in their class 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:

- Formative and Summative assessments
- Norm referenced tests
- Criterion referenced assessments
- 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

## Staged Intervention

Staged intervention is a process is used in Stepps Primary School and Nursery Class to identify, assess and support learning needs.

<b>Stage 1</b>
<ul style="list-style-type: none"><li>• A pupil is identified as having additional support needs. These needs can be met within the resources of the school or nursery class. For example, differentiation, a particular teaching style, visual timetables.</li><li>• The class teacher/nursery staff on discussion, plans for, evidences and monitors this intervention i.e. forward planner.</li></ul>
<b>Stage 2</b>
<p>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.</p> <p>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.</p> <p>The plan is drawn up by the Class Teacher who will also write and/or co-ordinate the long-term and short-term targets. At this level of individualisation, the head teacher has the overview of all pupils with additional support plans.</p>
<b>Stage 3</b>
<p>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 &amp; Micro technology.</p> <p>An ASP (Additional Support Plan) is drawn up by the Class Teacher who will also write and/or co-ordinate the long-term and short-term targets. At this level of individualisation, the head teacher has the overview of all pupils with additional support plans.</p>
<b>Stage 4</b>
<p>At this stage it is recognised that a child/young person may require additional support from services outwith education, for example, Speech &amp; Language Therapy, Social Work, Occupational Therapy.</p> <p>A small number of our pupils may have additional support needs arising from</p>

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.

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.

## **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.
- 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. 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, colleges of further and higher education

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

## **Roles and responsibilities**

### **Senior Management Team**

The management team 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 and Early Years Practitioners**

Teachers and nursery staff 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
- Maintain records of progress and next steps
- 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**

Support for Learning teachers 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 classroom 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 Assistants (ASNAs)**

ASNAs 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. Support is specified with a particular pupil and in response to meeting particular needs. 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/carers**

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 need
- 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.

- 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 Additional Support Plan be aware of the learning plan set for their child.

### **Staff Development**

In our school 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 within and outwith the school

### **Dispute Resolution**

In Stepps Primary School and Nursery Class 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.

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 described in "How Good is Our School? 3" and 'Child at the Centre' will be used to evaluate the ongoing effectiveness of this policy within the school.

In practice this will include:

- Observation of pupils in school and nursery classes
- 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

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