

St Michael's Primary School



Support for Learning Policy
Reviewed: August 2026

1. Vision and Rationale

At St Michael's Primary School, our Support for Learning Programme ensures that every child is provided with high-quality, equitable support enabling them to achieve their full potential. In line with Curriculum for Excellence (CfE) and North Lanarkshire Council's staged intervention and inclusive practice guidance, we aim to remove barriers to learning while promoting academic progress, emotional wellbeing, and holistic development.

Our approach is rooted in the principles of Getting It Right for Every Child (GIRFEC), ensuring that all decisions and interventions place the child at the centre. Through collaborative practice, data-informed decision-making, and personalised learning pathways, we support learners across Early, First and Second Levels of CfE.

2. Aims

Our Support for Learning (SfL) Programme aims to:

- Provide targeted, effective support based on individual needs across literacy, numeracy, health and wellbeing, and wider achievement.
- Ensure early identification of additional support needs through ongoing formative and summative assessment.
- Deliver personalised, adaptable learning experiences informed by professional judgements and NLC guidance.
- Embed holistic approaches that nurture wellbeing and promote success across the SHANARRI indicators.
- Ensure all pupils have access to broad, relevant opportunities enabling them to reach their full academic and personal potential.

3. Guiding Frameworks

3.1 Curriculum for Excellence (CfE)

Support for Learning aligns with CfE's entitlements across:

- Early Level (P1)
- First Level (P2–P4)
- Second Level (P5–P7)

Interventions support progression through:

- Literacy and English
- Numeracy and Mathematics
- Health and Wellbeing
- Cross-curricular learning
- Programmes are differentiated to align with CfE Benchmarks, Experiences and Outcomes (Es & Os), and North Lanarkshire's Progression Frameworks.

3.2 GIRFEC and SHANARRI

The GIRFEC approach underpins all Support for Learning processes:

We ensure children are:

- Safe – risks are identified and appropriate supports are put in place
- Healthy – have access to wellbeing supports and nurture-based interventions
- Achieving – data-driven academic supports and SMART targets
- Nurtured – positive relationships and connections with trusted adults
- Active – opportunities for engagement in active, inclusive learning
- Respected – pupil voice is central to planning
- Responsible – children develop independence and ownership
- Included – children are supported to participate fully in all school experiences

3.3 St Michael's Primary School Support for Learning Pathways

Our pathways follow NLC's staged intervention model (Appendix 1), the professional knowledge of staff, and interventions that are available within the establishment from P1 to P3 and P4 to P7.

Stage 1 – Universal Support

- Inclusive, high-quality teaching
- Differentiated instruction
- Use of assessment data to inform next steps
- Classroom-based interventions

Stage 2 – Targeted Support

- Small-group literacy and numeracy support
- Nurture groups
- Getting it Right for Every Child (GIRFME)
- Bespoke health and wellbeing interventions
- Termly review using SMART targets

Stage 3 – Specialist/Enhanced Support

- Collaboration with NLC Support Services
- Educational Psychologist involvement
- Getting it Right for Every Child (GIRFME)
- Child's Plan (If required)
- Multi-agency meetings

All decisions are recorded within the school's GIRFEC planning framework and reviewed regularly.

4. Assessment and Tracking

4.1 Summative Assessment Data

We use a wide range of regular and timed summative assessments to identify individual needs and monitor progress, such as:

- NLC Standardised Assessments
- PIPS Entry and Exit (Primary1)
- SNSA (Scottish National Standardised Assessments) (P1, P4, P7)
- School-based standardised tests.
- Reading and Spelling assessments (SWST, SWRT)
- Numeracy standardised assessments (MALT)

This data informs targeted interventions and helps identify gaps in learning.

4.2 Teacher Professional Judgement

Teachers use:

- Ongoing formative assessment
- Moderation activities
- Learning conversations
- Observational evidence
- Pupil work samples

These professional judgements are central to identifying additional support needs and setting appropriate targets.

4.3 Tracking and Monitoring

Data is reviewed termly to:

- Identify emerging needs early
- Adjust learning pathways
- Evaluate the impact of interventions
- Track progress against curricular benchmarks

5. SMART Target Setting

All individual or group interventions include SMART targets:

- Specific – clear skill or behaviour focus
- Measurable – evidence used to track progress
- Achievable – appropriate to the child
- Relevant – aligned to CfE benchmarks and learner need
- Time-bound – reviewed within an agreed period (usually 4–6 weeks)

Example SMART Target

"By Week 6, the pupil will independently read and spell 15 new CVC words using taught phonics strategies in 4/5 assessed opportunities."

Targets are created jointly with:

- Learners
- Class teachers
- Support for Learning Staff

- Parents/Carers
- Other professionals (when appropriate)

6. Approaches to Support (P1–P7)

6.1 Literacy Support

- Phonological awareness programmes (e.g., NLC Active Literacy interventions)
- Precision teaching
- Reading comprehension
- Writing scaffolds and structured programmes
- Assistive technology for identified learners (ICT to Support)

6.2 Numeracy Support

- Concrete–pictorial–abstract approach
- NLC Number Talks and SEAL strategies
- Targeted numeracy groups (Number Box, Numicon)
- Diagnostic numeracy intervention blocks

6.3 Health and Wellbeing Support

- Nurture-Based approaches
- Friends for Life programme
- Social skills groups
- Barnardo's
- Grief Support – Rainbows for all Children
- FESA (Family Engagement Support Assistant)

6.4 Holistic Development

- Focus on the whole child; social, emotional, cognitive and wellbeing needs
- Opportunities for leadership, creativity and wider achievement and Pupil Voice.
- Ensuring each child experiences success and recognition

7. Inclusion, Equity and Personalisation

We ensure:

- All learning experiences are differentiated and responsive
- Barriers to learning are identified early
- Interventions consider SIMD and Family circumstances
- Every child receives an individualised curriculum, when necessary
- Equity pathways including financial inclusion supports are accessible

8. Partnership and Communication

Collaboration is key to successful support:

- Parents/carers engaged through regular meetings and updates
- Pupil voice integrated through reviews and goal setting
- Multi-agency working following NLC and GIRFEC guidelines
- Clear communication during transitions (e.g., Nursery P1, P7–S1)
- Clear stage to stage transition notes for each child along with opportunities for professional dialogue.

9. Review and Evaluation

We evaluate the programme through:

- Termly data reviews
- Pupil and parent/carers feedback
- Tracking progress against SMART targets
- Moderation of teacher judgements
- Annual evaluation of SfL provision

Findings inform continuous improvement and future planning.

10. Commitment to Every Child

At St Michael's Primary School, we are committed to ensuring:

Every child is supported academically, socially, emotionally, and holistically.

Every child has a curriculum tailored to their individual needs.

Every child receives equitable opportunities to reach their full potential.