

Additional Support Needs (ASN) at Luncarty Primary School

Luncarty Primary School is committed to providing a fully inclusive education for all our pupils and to meeting the individual needs of all our pupils. Effectively supporting all our children to flourish and fulfil their potential is essential and is a key aim of the school.

From time-to-time pupils may have additional support needs and these needs can vary over time. Additional support needs for pupils may be able to be met within normal classroom practise however for some learners a greater level of support may be required.

In order that we provide the right support for our learners we are guided by the [PKC Staged Intervention Framework](#) which sets out the supports that may be needed for pupils at the Universal, Additional, Enhanced and Intensive levels.

Identifying and understanding the needs of our learners is essential and we aim to do this using a range of assessment tools and by working in collaboration with families and other partner agencies. When identifying the needs of our learners we take a holistic approach and consider a range of factors which may create barriers to learning. The assessment of a learner's needs will then inform the support that they require. We are guided by the [PKC Assessment Framework](#) Guidance for schools and ELC settings.

Assessment information about a learner's additional support needs will then inform the Child and Young Persons Profile and Plan (CYPP). Guidance about this process is available [here](#).

Click [here](#) to view our school handbook section detailing what "additional support needs" are and a brief summary of the roles of staff members who contribute to supporting learning across our school.

Our approach aligns with the *Education (Additional Support for Learning) (Scotland) Act 2004* (as amended) and promotes collaborative working among all those supporting children and young people. Barriers to learning may arise from learning environment, family circumstances, disability or health needs, and social and emotional factors. Children may require additional support on a long- or short-term basis to benefit fully from their education.

Guided by our school values: **Kindness, Responsibility, Respect, Teamwork, and Trust** - and the national *Getting It Right for Every Child (GIRFEC)* framework, we use wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included) to ensure holistic development. We promote positive relationships and create a learning environment where everyone feels respected, responsible, supported, and cares for others. Our aims include developing positive, trusting, and nurturing relationships between parents, staff, and children; promoting self-esteem and self-regulation; building resilience; and encouraging ready, respectful, safe behaviours.

In consultation with the Head Teacher, we foster collaborative practice with parents, class teachers, the Pupil Support Teacher, and other professionals through appropriate planning, such as Personal Learning Planning (PLP), Individualised Education Plans (IEP), or Coordinated Support Plans (CSP). We seek and take account of children's views as part of this process. Regular reviews involve children, parents, school staff, and other professionals as appropriate.

The school is fully accessible to children and young people with mobility difficulties, and we provide specialist equipment as needed.

Parents and Carers as Partners

As a parent or carer, you have knowledge and expertise about your child that is valuable to us. You know your child's strengths, and you will also be aware of the areas in which they need extra support. If you are concerned about your child's progress, you should speak to your child's class teacher. You can ask for your child to be assessed for additional support needs. You will always be involved in setting learning targets and discussing progress in achieving them. You can discuss your child's progress at Parent Contacts with the class teacher. You can also have a meeting with the Pupil Support Teacher or Head Teacher. You can ask to come in to discuss your child's learning at any time. We want you to feel included in their learning.

Co-operation and communication between home and school is necessary and important, and parents are encouraged to participate in all aspects of school life. We appreciate parental support as both pupils and staff benefit as a result. Communication takes place via school diaries/record books, class Learning Trees issued every teaching block, newsletters, Learning Journals, open afternoons, class showcases, and twice-yearly Parent Contact opportunities.

All parents are members of the Parent Forum, represented by the Parent Council, with meetings held each term. The Parent Council has a dedicated ASN Representative, who supports families with ASN matters and can provide signposting, discussions, and ideas for inclusivity - see [here](#) for more details. Parents who think their child may have additional support needs or wish further information are encouraged to contact the school in the first instance.

Local Resources: Perth and Kinross Council (PKC)

PKC provides targeted support - start here:

- **PKC ASN Hub:** Guides on rights, assessments, and planning. [Here.](#)
- **Whole-Family Support Directory:** Comprehensive directory of services for families, including a dedicated Disability/ASN category with support for autism, ADHD, learning disabilities, and transitions. [Here.](#)
- **Parenting and Family Learning:** Resources for parents on child development, family support, and strategies to nurture wellbeing at home, with links to workshops and advice. [Here.](#)
- **NHS Tayside CAMHS Neurodevelopmental Parent Portal:** Access login for parents to resources and support related to neurodevelopmental needs. [Here.](#)

National Resources: Scotland-Wide Support

Access free, impartial advice:

- **Enquire – Scottish Advice Service for ASN:** Helpline (0345 123 2303), rights info, mediation. [Enquire Website](#) – Parent guides and FAQs.
- **Education Scotland:** Inclusive education standards, adaptations.
Parentzone Scotland [Here.](#)
Neurodiversity Resources [Here.](#)
- **Scottish Assembly for Parents and Carers (SAPC):** A platform for parents and carers to discuss education issues, share views, and influence policy. [Here.](#)