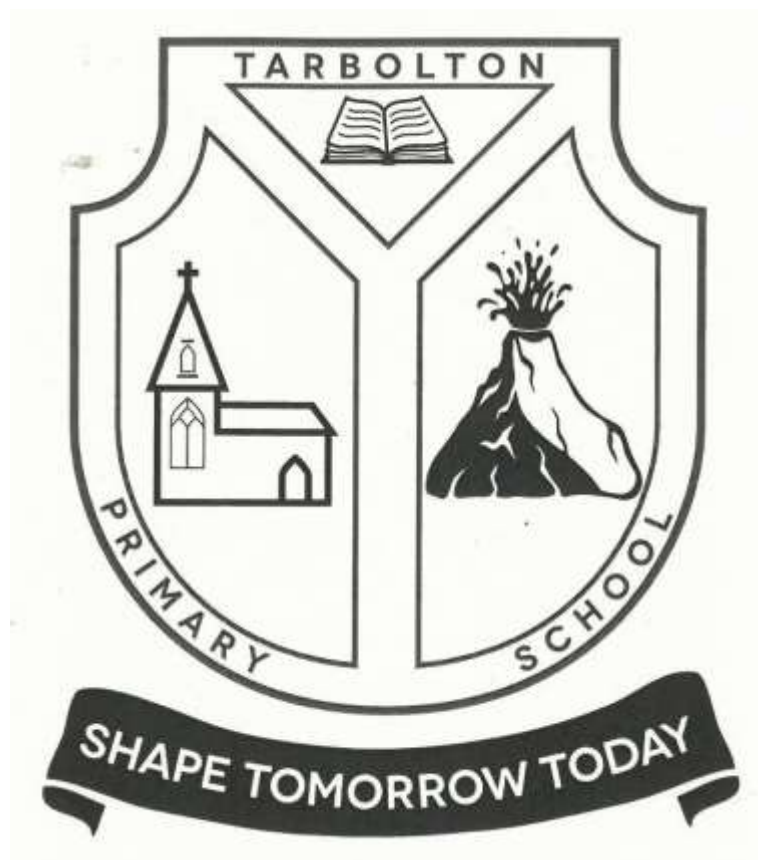


Pupil Support Policy



Updated December 2020

Rationale: Tarbolton Primary School & Early Years Centre is committed to providing an opportunity for all pupils to achieve and develop in an environment that is supportive and reflects our school value statement.

VALUE STATEMENT

At Tarbolton Primary School we value each other demonstrating respect and empathy. We celebrate differences and encourage self-worth and individuality. We allow every child to develop to their full potential in all aspects of life. We take pride in our community.

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| Article 3 | Everyone who works with children should always do what is best for each child |
| Article 4 | The government should make sure that all these rights are available to all children |
| Article 12 | We have the right to say what we think should happen and be listened to |
| Article 13 | We have the right to information |
| Article 23 | We have the right to special care and support if we have a special need |
| Article 28 | We have the right to learn and go to school |
| Article 29 | We have the right to become the best we can be |



AIMS OF THIS POLICY

- To ensure that all staff and where appropriate parents are aware of their role and responsibilities in ensuring that all pupils are appropriately supported in their learning journey.
- To outline procedures used to assess a pupil's requirements for additional support.
- To outline some of the supports available for pupils as a class, group or individual within our school. (the list will not be exhaustive)
- To explain terminology used in this field.

RESPONSIBILITIES

Senior Management Team

- To maintain a strategic overview of pupil support policy and procedures, ensuring supports are carried out within local and national guidelines to devise and implement quality assurance procedures and to ensure consistent application of the policy.
- To ensure that effective teaching and learning takes place ensuring the needs of all pupils are met.
- To ensure that suitable resources are available to support differentiated learning
- To timetable our cluster pupil support teacher to ensure
- To support staff CLPL either by providing in school support or by purchasing training from relevant external providers.
- To support smooth transition when pupils move to another school either at midpoint in a term or at the start of a new session.

Pupil Support Co-ordinator – Mrs Ross DHT

- To develop, monitor and review school policy and pupil support procedures and ensure consultation takes place with staff, parents and pupils.
- To meet regularly with pupil support teachers and staff.
- To ensure consultation takes place between staff, parents/carers and pupils.
- To ensure that staged intervention records are up to date and shared with relevant personnel.
- To maintain records of all children in the school who are in the categories: Care Experienced, Dyslexic.
- To liaise with external agencies and professionals; Care and Learning team, Central Admissions Group, Local Authority personnel, parents and pupils in the implementation of school policy and in the interests of individual children.

- Submit referrals to GIRFEC Locality Forum.
- Completion of annual PSA audit.
- To arrange C.S.P. planning meeting at the school when the Central monitoring group advises that a C.S.P. should be provided.
- To apply for Home Tuition for pupils absent for longer than 3 weeks due to prolonged ill health.
- To organise annual reviews for all stage 2 and stage 3 pupils.
- To organise any necessary enhanced transition reviews.
- To provide staff development opportunities relevant to pupil support for teaching and non-teaching staff.

Pupil Support Teacher

- Work effectively to support pupils who experience barriers to learning.
- To liaise regularly with the pupil support co-ordinator, class and early years staff, specialist support staff and external agencies as required.
- Provide advice and support for colleagues and parents where required.
- Maintain appropriate and accessible records of work.
- Where appropriate to participate in TAC meetings and case discussions linked to educational and pastoral care of pupils and their families.
- To support staff in preparation of staged intervention records and ensure they are up to date and shared with relevant personnel.
- To liaise with parents in conjunction with class teacher.
- Input to all relevant support plans.
- To provide evidence as requested of the central monitoring group to support any recommendation for a C.S.P.
- Provide support for individual, groups and staff as agreed with the pupil support co-ordinator.

Teachers

- To implement school and cluster policies and procedures relating to pupil support.
- To provide a differentiated approach to learning and teaching aimed at meeting targets as specified within IEP's action plans, national and local authority guidelines
- To monitor all pupils closely and discuss any concerns with the Pupil Support Co-ordinator
- To be familiar with the specific or suspected difficulties experienced by their pupils (dyslexia, ADHD, Aspergers Syndrome etc) and use the appropriate educational strategies for addressing these difficulties.
- To provide information for, attend and participate in Team around the Child meetings (TAC meetings)
- To complete Staged Intervention paperwork for identified pupils (Appendix a)
- To regularly evaluate and review staged intervention paperwork. Review months at Tarbolton Primary School are September, February and May.
- To support pupils to identify suitable targets for them to set and work towards.
- To share staged intervention paperwork with parents/carers as and when appropriate.
- To undertake relevant staff development opportunities.

School Assistants

- To support pupils as directed by the teacher and the Pupil Support Co-ordinator.
- To support pupils to enable them to take full part in the activities of the school.
- As directed by the Senior Management Team assist pupils with toileting, feeding, moving and handling etc.
- To undertake appropriate staff development opportunities.

Parents and carers

- To work in partnership with school staff in support of their child/children

- To provide information for, and participate in, informal meetings, reviews etc.
- Discuss with their child any issues arising at school which affect their attainment and wellbeing.

Pupils

- To make the most of all opportunities by attempting all activities to the best of their ability.
- To contribute, as is age appropriate, to discussions and target setting for next steps, action plans and IEPs.

Educational Psychologist

- To offer advice, guidance and support to teaching and non-teaching staff at all stages of the intervention process.
- To undertake observations and consultations of individual pupils as agreed.
- To help or support staff working with a pupil or group of pupils.
- To give input with a pupil and/or family.
- To offer focussed support and advice in the setting up of appropriate IEP's and support plans.
- Where appropriate to offer CLPL for school staff

HOW DO WE DECIDE WHO REQUIRES ADDITIONAL SUPPORT IN SCHOOL?

Pupils may require support to enable them to participate fully and equally in school activities and/or to enable pupils to demonstrate individual attainment and achievement. As a school, we aim to support every child as best we can and at a time that is right.

We recognise that support may be required on a short or long term basis, be in or out of class and may be for physical difficulties, behavioural challenges or learning difficulties.

As part of our 'normal' school assessments staff will identify pupils who are not meeting their age appropriate milestones. Class teachers will then make any necessary changes to their teaching plans for that child. Where a teacher feels they are unable to meet the child's needs through differentiated lessons, the interventions that are available to them or with the school assistant time they have available to them they will speak to our pupil support assistant. At this point, a TAC meeting is likely to be organised. A system of staged intervention is used throughout our school to ensure consistency of approach and support. This helps with early identification of any difficulties and allows parents, pupils, staff and partner agencies to work together to provide an integrated service for pupils and their families.

STAGED INTERVENTION FOR PUPILS EXPERIENCING BARRIERS TO LEARNING

Barriers to learning can arise from a number of factors:

- Social factors
- Emotional difficulties
- Behavioural issues
- Learning difficulties
- Medical conditions

Staged Intervention is a process that begins by identifying individual pupil needs and then planning, implementing and evaluating appropriate supports at each stage.

At each stage it is crucial that the appropriate paperwork is completed according to South Ayrshire Council staged intervention guidelines.

Classroom teachers have the opportunity to employ a wide range of supports to meet the individual needs of the pupils in their care. All teachers, through observation and assessment, identify children who are experiencing barriers to learning.

These barriers may be addressed by:

- A differentiated approach to teaching/learning activities
- Adjusting the pace of learning
- Taking account of the pupils preferred learning style

- Using contexts to motivate and engage pupils
 - Promoting a positive classroom ethos
 - Making every child feel valued and respected
 - Having high standards and expectations for all pupils in behaviour and achievement
 - Seeking advice and support from colleagues, support staff and specialist staff and agencies
- South Ayrshire Council continuum of support for pupils includes support in 4 stages.

STAGE 1: THE FAMILY AND UNIVERSAL SERVICES

- Once a wellbeing need has been identified, an initial discussion will take place with the parents and the child. A brief note of the discussion and actions agreed to support the child should be recorded on the SEEMIS Latest Pastoral Notes system.
- Where additional supports can be delivered through exclusive use of class based strategies/interventions, additional School Assistant support or other appropriate intervention(s), an Action Plan is not required. A Staged Intervention Information Form 1a should be completed instead. This will highlight areas of difficulty, support requirements and strategies to employ.
- If a child is identified as highly able, they should normally be recorded as Stage 1a and use Staged Intervention Information form to record support implications and class based strategies employed to ensure they make appropriate progress.
- When additional teaching resource has been allocated from within the establishment (e.g. cluster pupil support teacher), a Staged Intervention Information Form 1b should be completed. At stage 1b a child will be deemed to have additional support needs as defined within the 2004 Act. A forum for parents to discuss the progress their child is making in relation to the plan must be in place.

STAGE 2: ADDITIONAL SUPPORT FROM A SERVICE WHICH IS UNIVERSALLY AVAILABLE

- Once a wellbeing need has been identified that cannot be met within your own establishment, the Named Person will convene a TAC meeting. The Named Person will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. Consent from parent and child must be sought prior to a request being made.
- Support may come from within Education and be requested through the Inclusion Monitoring Group e.g. Home Link, it may be from Health e.g. speech and language therapy or from a voluntary agency e.g. providing parenting support.
- Once the proposed support has been discussed and agreed with the service the Named Person will use the service guidance to complete the Request for Assistance Form and will send it to the service/agency. The requested service will respond within ten working days. Actions should be recorded in SEEMIS Latest Pastoral Notes.
- A Staged Intervention Information Form 2 and Action Plan or in complex cases where multiple universal supports are in place a Wellbeing Assessment and non-statutory child's plan (SEEMIS Wellbeing Application) will be in place.

STAGE 3: SPECIALIST HELP FROM A MULTI-AGENCY TEAM

- At this stage, a wellbeing assessment will be completed (SEEMIS Wellbeing Application). Informed consent should be sought from the parent and child (12yrs and over) to share information with the appropriate services in all but exceptional circumstances.
- The Named Person will request assistance and the Named Person or Lead Professional can contact any agency from the Statutory or Voluntary sectors and make a request for attendance at a TAC meeting, regardless of whether or not that agency has prior knowledge of the child or family.
- The multi-agency TAC meeting will agree supports and monitor outcomes. The Named Person will invite the child, parents and relevant services to attend.

- A Lead Professional will be allocated to construct (on their system), co-ordinate, review and communicate with all partners involved in the Child's Plan that will emerge. There will be only one Child's Plan.
- Where a Coordinated Support Plan (CSP) exists, this should be attached to the current Child's Plan.
- The agreed Child's Plan is uploaded to AYRshare, following receipt of consent from the parent and in some cases child. This will be passed to the services identified to meet the child's planned outcomes and will be reviewed by the TAC as appropriate. A formal record of a TAC meeting or review must be taken with minutes stored in the pupil file.
- Where the TAC considers the child requires compulsory measures of care, a referral should be made to the Children's Reporter from the TAC by the Named Person or Lead Professional. Where a child is subject to a Compulsory Supervision Order, educational targets should be clearly identified in the Child's Plan.
- If an agreement cannot be reached then this is taken to the Team Around the Locality meeting (TAL) consisting of Social Work, Education, Health, Police and the Voluntary Sector. This group will meet once per term and coordinated by the GIRFEC Implementation Officer.
- If the child has been subject to Child Protection procedures or is Care Experienced, current Child Protection and Care Experienced processes are following including TAC Child Protection Case Conference reviews and TAC Care Experienced Reviews. Educational targets should be provided and incorporated into the existing Child's Plan.

STAGE 4: AUTHORITY SPECIALIST PLACEMENTS OR OUT WITH AUTHORITY PLACEMENTS

- Where a child is placed in a specialist authority base or out with the local authority they will be deemed to be supported at Stage 4.
- All placements will be confirmed by the Central Admissions Group (CAG) or GIRFEC Advisory Resource Forum (GARF) following recommendation at the TAC meeting with the parents, professionals supporting and the child present.
- At Stage 4, children are required to have a wellbeing assessment using SEEMIS Wellbeing Application. Where the plan is held by another service all educational targets must be incorporated into this plan and a formal review TAC meeting will take place a minimum of annually or more often if appropriate. Plans held by other agencies will generally be reviewed during an appropriate multiagency forum i.e. TAC LAC Review.
- As at Stage 3, all children at Stage 4 will be considered to receive at least one targeted support. Further universal supports may also be part of the support provided to children at this level.
- Coordinated Support Plans
- Consideration must be given annually to the need for a CSP for a child with support from more than one agency.
- All information should be recorded in SEEMIS Latest Pastoral Notes or TAC minute.
- Consideration must be given for all looked after children, a minimum of annually, to establish if they required a Coordinated Support Plan.
- At all stages it is imperative that all strategies used are recorded and shared with appropriate colleagues throughout the session and at transition.

EYC/PRIMARY TRANSITION

In the event of a child moving from Early Years Centre to Tarbolton Primary, a transition meeting between the EY Teacher and Primary 1 teacher will be held. Through planning and implementation of transition days, Primary 1 and EYP's have opportunity to liaise and pass on appropriate information. Targets arising from Care Plans should be passed for the Early Years Centre to the Pupil Support Co-ordinator.

In the event of a child moving from Tarbolton EYC to another primary, EY staff may be expected to attend a transition review hosted by the child's new school. Primary 1 teacher from the child's new school may be

invited to the EYC to observe the child and to discuss supports in place. Targets arising from Care Plans should be sent to the Primary School prior to the start of new session.

TRANSITION FROM PRIMARY TO SECONDARY SCHOOL

Transition reviews will be held when a child is moving between schools e.g. primary to secondary transition. This will ensure the effective transfer of information between schools and will facilitate joint planning of supports that require to be put in place prior to the child moving school.

These meetings should be attended by the Pupil Support Coordinators of both schools, the Pupil Support Teacher, the PT of Pupil Support, Year Head and Guidance Teacher of Belmont Academy, the parent, the child and other appropriate agency representatives such as the educational psychologist.

An enhanced transition may be required for some pupils. This would be particularly relevant when a pupil on staged 3 or 4 and/or is transferring to another establishment. The review would be well timed to allow as little disruption to the child's education as possible.

CARE EXPERIENCED CHILDREN

Both the Head Teacher and Pupil Support Coordinator will maintain up to date records of all children in the school who may fit the categories of 'Children in Need' (CIN) or 'Care Experienced' and will communicate this information to the staff concerned.

Where the child is in crisis, regular review meetings will be held.

HOME TUITION / TUITION OUTWITH SCHOOL

Tarbolton Primary School has a statutory duty to make special arrangements for a pupil to receive education elsewhere if the pupil is unable to attend or it would be unreasonable to expect the child to attend due to their prolonged ill health.

We have a duty also to ensure that a pupil who has been excluded from school, continues to receive education out with the school.

Pupils who are absent from school for prolonged periods of 3 weeks or more due to illness and considered by their doctor fit enough to receive tuition may be eligible for this support.

MONITORING AND EVALUATION OF PUPIL SUPPORT

The progress of individual pupils on Staged Intervention and the effectiveness of this policy will be reviewed via the following:

At review, transition, inter-agency meetings.

The Pupil Support Coordinator will meet with Pupil Support staff to review the pupils involved in Staged Intervention and to adjust levels up or down as appropriate. This information will be shared to all relevant members of staff.

COMMON ABBREVIATIONS/PHRASES USED

LAC this stands for looked after and accommodated. This phrase has been superseded by the term Care Experienced.

TAC team around the child meeting. These are meetings where all professionals that work with a child, the child's parents and where appropriate, the child are invited to discuss progress towards targets, to identify challenges or celebrate successes.

CAG Central admissions group. This is a group within our authority who consider applications to specialised provision.

CSP co-ordinated support plan. This is a plan co-constructed between professionals and parents where there are multiple services required to feed into one plan to ensure educational progress for a child.

Next Review Date: April 2023