

Bell's Brae Primary School

Support for Learning

Revised March 2008

Introduction

Rationale

There is a statutory requirement upon every education authority to offer high quality education to all pupils whatever their additional support needs. Bell's Brae Primary School, offers additional support for learning within a legislative framework and follows procedures laid down by Shetland Islands Council and at school level.

Values

National Priorities 1&3, 'Achievement and Attainment' and 'Inclusion and Equality' underpin our overarching belief that all pupils are entitled opportunities to maximise their full potential without prejudice, taking into account their individual learning needs across the 5-14 curriculum. Every child will be given the opportunity to become a successful learner, a responsible citizen, a confident individual and an effective contributor.

Aims

One of the main aims of the school is that every child should achieve their full potential. It is the responsibility of all staff to provide appropriate education for the range of ability within the school. Additional Support Needs Staff have an important role to play in assisting class teachers. The procedures outlined in this policy should provide more support for class teachers and a wide range of ability will be catered for.

- To promote inclusive approaches to Additional Support for Learning to develop the potential of all pupils, not only those pupils with specific learning difficulties
- To provide positive learning environments where staff and pupils feel valued and are actively involved in their own learning
- To promote a meaningful partnership with parents and to value their views, communicating with them effectively.
- To work with other professionals to provide a multi agency approach when appropriate.

Objectives

- To continue to promote a whole school approach to Support for Learning
- To outline roles and responsibilities clearly.
- To provide an appropriate curriculum for all pupils regardless of ability
- To work with all relevant agencies and to enlist support when it is necessary
- To intervene at the earliest possible stage to identify learning styles and difficulties as well as aptitudes and talents, ascertain learning needs and make appropriate provision within the constraints of time and resources.

Whole School Approach to Support for Learning

Roles and Responsibilities

Parents

Parents are expected to work in co-operation with the school and the Education Services to help their children achieve. This will involve co-operating with their children, staff, specialists and external agencies. Parents of pupils with additional support needs will be given strategies and advice to support their child's learning at home.

Class Teachers

Class teachers have the overall responsibility for meeting the needs of their pupils. All children should have access to a full curriculum in order to reach their full potential. Within forward plans there is a requirement to indicate how children with additional needs are being catered for as recommended in the I.E.P.

The class teacher is expected to:

- Plan, implement and evaluate appropriate learning experiences for all pupils
- Establish through assessment, professional judgement and in consultation the learning needs of all pupils
- Provide differentiated activities and programmes of work to meet these needs
- Ensure that the pupils experience breadth, balance and coherence in the programmes of work undertaken
- Monitor, record and report on pupils' progress

- Be aware of current information on a pupil and of any changes in pupil performance
- Work in collaboration to support the child
- Implement strategies suggested by the multi agency team
- Delegate tasks to auxiliary support staff
- Manage resources effectively
- Participate in staff development

Auxiliary Support Staff should:

- Assist with mobility of pupils, their personal care and handle special equipment
- Assist in the integration with other pupils
- Provide support and assistance
- Keep children on task
- Conduct learning tasks directed by the class and support for learning teacher
- Provide pastoral support to pupils
- Liaise with all staff to support pupils
- Participate in relevant staff development
- Consult regularly over the progress of the pupils

The roles of the Additional Support Needs Teacher are:

- **Consultancy** Class teachers and ASN teachers need time to meet together to discuss pupils' progress and concerns and to plan ahead. A consultation time is written into the timetables.
- **Co-operative Teaching** The organisation of this should be agreed mutually between the class teacher and the ASN teacher, taking into account the needs of pupils identified previously, so that the pupils are able to access the curriculum in an inclusive situation and the skills of teachers deployed ensure that the range of pupils' learning styles/needs are addressed within the classroom
- **Direct Tuition** This will be necessary for some pupils to meet the targets agreed in their IEP. This tuition may be short term and will be reviewed regularly. EAL pupils could come into this category.
- **Short Term Support** This should be available for all pupils with identified needs and may include pupils who have been absent for long periods or for those pupils who need support for social, emotional or behavioural reasons.

Allocation of Additional Support Needs Staff

Additional Support Needs timetables will be drawn up at the beginning of the session and classes will be timetabled according to needs. At the end of each session priorities will be established by ASN staff in consultation with class teachers and promoted staff. A review will be held at the end of each forward plan and progress assessed. When necessary different priorities will be established and timetables will be altered accordingly.

Planning, Recording and Evaluating

ASN staff, in consultation with the class teacher, is responsible for drawing up an Individualised Educational Programme or forward plan for a pupil or group of pupils. Class teachers will receive a copy of this, which should be filed in the class folder. When the planning for a pupil or a group of pupils is shared between the class teacher and the ASN teacher a copy of the appropriate class forward plan should be given to the ASN teacher for reference. Emphasis is placed on transitional stages: Nursery to Primary 1 where a deferred entry may be suggested, Primary 7 to Secondary Education where Enhanced Provision may be recommended. See Support for Learning Folder in teachers' pool.

Reporting and Liaising with Parents

The parents of pupils who have IEP's, who have identified needs or who are causing concern will be given an individual appointment to meet ASN staff on Parents' Evening in November to discuss their child's progress/difficulties. Other meetings will be organised if considered necessary to discuss referrals or support.

Resources

Bell's Brae School has an extensive range of resources to meet the needs of all pupils and these resources are regularly updated. We recognise the different learning styles of pupils and aim to provide materials to address multi-sensory approaches to learning. A number of resources suitable for ASN pupils are located in Room 19. Appropriate resources will be allocated to pupils as determined by ASN staff.

Assessment, including Diagnostic Assessment

Assessment administered	When to be administered
Young's Reading Test	October, Primary 3
National Assessments in Reading, Writing and Mathematics	When indicators suggest readiness-teacher's judgement, completion of a level within the programme, success in assessment tasks
Observation and teacher's assessment	Consistently throughout the year
Assessments used by the class teacher throughout each curricular area	At appropriate times in the teaching/learning programme
Standardised tests for recognition of specific learning difficulties Lucid Rapid, LASS	As appropriate
SNAP, Smart Moves	To identify needs and areas of concern

New Pupils

When a new pupil is enrolled into the school, documentation pertaining to that pupil, including their Pupil Progress Record if available, is circulated to relevant staff.

Pupils causing Concern

Children are identified by the class teacher as experiencing difficulties using observation, information from parents and other establishments and formative and summative assessments. Any concerns regarding a pupil, should be noted on a concerns sheet and discussed with the Additional Support Needs Teacher and the appropriate DHT and strategies agreed.

See pro forma in the Support for Learning folder in the teachers' pool.

Stages of Intervention

The Stages of Intervention is an authority wide policy with an agreed process which is used to identify, assess and support the learning needs of children. It provides:

- A record of intervention and achievement for individual children as they progress through school.
- An inclusive approach, which involves parents, pupils, relevant staff and support services.
- Additional support needs plans which record the needs of individual pupils
- A solution focused approach to resolving issues early
- A structured monitoring and review cycle

See pro forma in the Support for Learning folder in the teachers' pool.

Co-ordinated Support Plans

There is a small group of children who have significant additional support needs arising from complex and multiple factors, which are likely to continue for more than a year, and which require a high degree of co-ordination of the support provided by the Education Authority and other agencies. If the Authority judges that a child or young person has additional support needs which are long-term and significant, and which require co-ordinated support from more than one agency or service then, it has a statutory duty to consider whether to compile a Co-ordinated Support Plan. When a child has a CSP, both the plan and the arrangements put in place to meet the additional support needs must be monitored and regularly reviewed.

Integrated Assessment Framework

“Getting it Right for Every Child” was published for consultation in June 2005. This sets out an integrated and child-centred approach to service delivery - The Integrated Assessment, Planning and Recording Framework (IAF)

The aim of the Integrated Assessment, Planning and Recording Framework (IAF) is to provide a means by which services for children - universal and specialist - will be able to gather and share information, assess needs, plan and co-ordinate services for individual children.

The framework sets out a common definition and process for assessing across all services. It requires agencies to use a standard method of recording certain core items of information in order to ensure the information can be shared when required. This will reduce duplication and repetition when children move from one service to another or when transitions take place.