

CRAWFORDDYKE PRIMARY SCHOOL

Additional Support Needs Position Statement

January 2024



A POSITION STATEMENT

SUPPORTING PUPILS WITH ADDITIONAL SUPPORT NEEDS

January 2024

Rationale

Crawforddyke Primary School and Nursery is committed to ensuring all children are supported throughout their time here. In so doing, we believe that children can then go on to successful experiences in their Secondary School lives and beyond.

We consider carefully how our arrangements for meeting the needs of all learners, including potentially vulnerable groups, are addressing barriers to learning. This includes identifying the needs of, and providing support and challenge for, groups and individuals who may have additional support needs arising from, for example, the learning environment, family circumstances, disability or health needs or social and emotional factors.

The aim of this document is to outline how we will provide additional support for those that need it and ensure that the needs of all learners are met.

In South Lanarkshire, children and young people will be educated in mainstream schools, in line with the requirements of the Standards in Scotland's Schools etc. Act 2000, unless certain specified circumstances apply. Education Resources will endeavour to place children and young people in education establishments as close to their home community as possible. All practitioners will use inclusive and integrated practice to promote equality of opportunity for all learners to reach their potential, taking account of their needs or protected characteristics.

Equality and inclusion are at the heart of our work in education; we seek to eliminate discrimination and promote equality of opportunity as required by the Equality Act 2010 through the implementation of Curriculum for Excellence, the refreshed guidance on Getting it right for every Child and the Additional Support for Learning legislation. This is demonstrated by a shared belief that all learners should be included and treated equally. We seek to act in line with the UN Convention on the Rights of the Child by protecting and promoting the rights of all children for whom we are responsible.

The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024

On 7 December 2023, the Scottish Parliament unanimously passed the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill for the second time. The Bill received Royal Assent on 16 January 2024 and is now the [United Nations Convention on the Rights of the Child \(Incorporation\) \(Scotland\) Act](#).

The Act is a landmark piece of legislation that incorporates the UNCRC into Scots law, empowers our children and young people to claim their rights and will help to make Scotland

the best place in the world to grow up. We will be the first devolved government in the world to directly incorporate UNCRC.

There are 54 articles in the Convention covering rights such as the right to express and have their views considered on all matters that affect them; the right to play, rest and leisure and the right to be free from all forms of violence.

As a Rights Respecting School, we firmly believe in this vision and work together as a school to implement a range of strategies and initiatives to ensure that we protect the rights of all children in our care, as directed by South Lanarkshire Council.

Article 2 of the UNCRC

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

South Lanarkshire Council also adheres to the policy *Getting it Right for Every Child (GIRFEC)*.

*To help make sure everyone – children, young people, parents, and the services that support them – has a common understanding of what wellbeing means.
(The Children and Young People (Scotland) Act 2014)*

South Lanarkshire Council is also bound by the Equality Act of 2010, which legally protects people from discrimination in the workplace and wider society. The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. For learners in Crawforddyke Primary School this includes:

- Age
- Disability
- Race
- Sex
- Religion or belief
- Sexual Orientation

As this Position Statement relates to our work on Additional Support Needs, we are specifically identifying the following rights:

Article 1: Everyone under 18 years of age has all the rights in this convention. Every child at Crawforddyke Primary School and Nursery has these rights.

Article 2: The convention applies to all children, whatever their race, religion or ability; whatever they think or say; whatever type of family home they come from.

Article 12: Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

Article 28: Every child has the right to an education, which should be free. Each child should be encouraged to reach the highest level of education they are capable of.

The Additional Support for Learning Act

The Education (Additional Support for Learning) (Scotland) Act 2004 became law on 14 November 2005. This was amended by the Education (Additional Support for Learning) (Scotland) Act 2009.

The 2004 Act introduced the concept of additional support needs.

“The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential.”
(Supporting Children’s Learning: Code of Practice 2010).

Inclusion and Equality Policy Statement

South Lanarkshire Education Resources have developed a framework of 7 policies:

- Learning and Teaching
- Quality and Management
- The Curriculum
- Maximising the Use of Resources
- Care and Welfare
- Communication and Consultation
- Inclusion and Equality.

Each of the 7 policies is linked appropriately. The Inclusion and Equality Policy, which addresses clearly the subject of Additional Support Needs, links closely with that for Care and Welfare. It is also supported by detailed guidance contained in Education Resources’ operating procedure A28 on additional support for learning. This outlines the responsibility of staff in relation to the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004.

Getting it Right for Every Child

Getting it right for every child, (GIRFEC) is a national policy and program which is now being implemented in Lanarkshire. The Scottish Government introduced GIRFEC as a long-term program; it is relevant to each and every child in Scotland, and reaches across children’s and adults’ services in the public and voluntary sectors to drive towards achieving better futures for all of our children and young people.

GIRFEC promotes key values in working with children and their families across all agencies and is based on core components which will help bring these values about.

The program calls for all workers in health centres and hospitals, nurseries, schools and leisure centres, family centres, social work services and housing offices, and in the community to work together towards changes in culture, systems and practice that will help all children and young people to grow, develop and reach their full potential.

Our Aims

In Crawforddyke, our vision states that “*we want all our learners to be safe and happy while believing that with practise, perseverance and effort they can achieve, learn and grow*”. We have worked hard to develop a belief in ‘growth mind-set’ and how a positive approach to learning can help all our pupils to be the best they can be.

Our aims are:

- To give each child the opportunity to thrive, feel comfortable and cared for at school and nursery and be the best they can be academically and aesthetically.
- To meet the principles of GIRFEC by ensuring that all children feel safe; nurtured; healthy; achieving; active; respected; responsible and included.
- To seek to eliminate discrimination and promote equality of opportunity.
- To develop and implement flexible approaches within teaching and learning to meet the needs of all learners, ensuring an inclusive approach to education.
- To work with a variety of professionals and agencies, to remove barriers to learning.
- To ensure a rigorous approach to tracking and monitoring for all pupils, including assessment and moderation activities, identifying and addressing additional support needs as early as possible.
- To develop partnerships with parents and carers to support children in all aspects of their social, emotional, behavioural and learning needs.
- To incorporate valid opportunities for professional development for all staff in relation to supporting learners.

What are additional support needs?

Children and young people will be considered to have additional support needs in education where, for whatever reason, they are unable, without the provision of additional support, to benefit from the school education provided. Additional support is described in the Additional Support for Learning Act as provision, which is additional to, or different from, the educational provision made generally for children and young people of the same age in educational establishments.

In summary, if a child needs extra help or support in addition to that which is normally provided in school they can be said to have ‘additional support needs.’

Children may need additional support for a short or long period of time and for a variety of reasons. The reasons can include:

- Social or emotional needs
- Problems at home
- Being looked after (under a supervision order from the Children’s Panel)
- A specific learning difficulty, such as dyslexia
- Being particularly gifted
- A physical disability
- Interrupted learners
- Behavioural difficulties
- Bullying or being bullied

- A sensory impairment or communication problem
- Being a young carer or parent
- Having English as a second language

These are some of the reasons for additional support. However, there are many others. It is important to recognise that additional support needs will always depend on each individual child. Any number of different circumstances can affect children's ability to learn.

What is additional support?

Additional support is the help children receive to enable them to meet their learning targets. It can take a variety of forms:

- Extra time with a teacher or support assistant, individually or in a group.
- Help to get to school.
- Time with a therapist e.g. a speech therapist or physiotherapist.
- Different work or homework.
- Differentiated resources.
- Differentiated teaching styles.
- Someone to help with writing, a scribe.
- Equipment to help with learning e.g. a laptop or desktop computer.
- Time away from the classroom when your child needs it.
- Counselling.
- A 'buddy' - an older pupil who looks out for your child in the school.
- More time to complete work or do tests or exams.
- Help from a social worker.

In Crawforddyke, we use a wide range of approaches, depending on the needs of the child. Some of the interventions we use will only be required for a short time, while for other children the supports put in place will be used throughout the time in the school.

Involving Learners and their Parents/Carers

In Crawforddyke, we seek to develop positive partnerships with learners and parents to address additional support needs quickly and effectively. We involve learners and their parents/carers by:

- Responding promptly and sensitively to their concerns, taking account of their views regarding provision for meeting additional support needs.
- Ensuring that parents/carers are aware of the provisions available to assist their child's additional support needs, allowing them to make informed decisions.
- Ensuring that learners and their parents/carers are involved throughout the decision-making process about additional support needs.
- Engaging learners in setting their own goals for learning and working together with parents/carers so that they can best support their child's learning.
- Giving effective feedback to all learners in the classroom, including areas for improvement and how to achieve this and areas of success to build on.

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- Providing clear information for parents/carers about their child's additional support needs and the purpose and outcome of any assessment or intervention.

Providing an inclusive and appropriate curriculum

All members of the Leadership Team at Crawforddyke Primary have additional support needs in their remit in a variety of ways. The Head Teacher is responsible for ensuring that an inclusive and appropriate curriculum is delivered to all learners, including those with additional support needs, by:

- Continuing to focus on the development and principles of "Curriculum for Excellence" through focused Improvement Planning and Professional Development.
- Ensuring a positive and inclusive climate in which individual needs and learning styles are respected and where all successful learning is recognised and celebrated.
- Promoting a curriculum which enables all learners to become successful learners, confident individuals, responsible learners and effective contributors to society.
- Promoting a curriculum which reflects the diverse abilities, backgrounds, interests and needs of all learners.
- Ensuring the curriculum provides challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.
- Using flexibility of approaches and differentiation of the curriculum to ensure the highest achievement and attainment.
- Monitoring and evaluating the effectiveness and relevance of the teaching and learning approaches.
- Coordinating all supports and facilitating consultation and collaboration amongst all those involved in supporting learners.

All staff have an obligation in providing an inclusive and appropriate curriculum by:

- Providing a curriculum which ensures all learners benefit from education and realise their full potential.
- Delivering appropriate experiences and learning opportunities to meet individual needs, taking account of pace, challenge, content, level and methodology.
- Using the information contained in Additional Support Plans, or other relevant plans, to support a child's learning.
- Working collaboratively with learners and their parents/carers to set long- and short-term targets for all those with additional support needs.
- Taking account of information given in relation to additional support needs, particularly in relation to challenging circumstances, to ensure equality of opportunity across all areas of education.

Identification and Assessment of Needs

All staff are responsible for ensuring that rigorous approaches to tracking and monitoring quickly identify issues which may be regarded as additional support needs. In particular, the Head Teacher is responsible for:

- Ensuring a full range of assessment procedures are in place.

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- Working jointly with parents/carers and partner agencies to establish if a learner has additional support needs.
- Advising and supporting staff in the identification and assessment of learners with additional support needs.
- Implementing a staged intervention approach to identify supports for all learners with additional support needs.
- Ensuring progress of all learners is monitored, documented and reported on.
- Working with other agencies to develop single shared assessments for all learners with additional support needs, to ensure coordination of support.
- Regularly monitoring targets for learning and updating profiles which reflect strengths and areas for development for all learners with additional support needs.

The Educational Psychologist has a key role to play in identifying and assessing the needs of learners who have been highlighted through the staged intervention approaches used within Crawforddyke Primary. In particular, the Educational Psychologist is responsible for:

- Contributing to the ongoing process of assessment which forms part of a staged intervention approach for educational planning and review.
- Carrying out specific psychological assessments to inform interventions which address barriers to learning.
- Working collaboratively with staff, parents/carers and other agencies on integrated assessments.

In addition to the Head Teacher, SLT and Educational Psychologist, all staff are required to:

- Play a role within multi-team meetings by making recommendations for meeting a learner's needs, as well as taking advice from others and implementing in their classroom or the school setting.
- Use formative and summative assessment approaches with all learners to ensure learning is tracked and monitored.
- Recognise the importance of early intervention and follow a staged intervention approach to address barriers to learning quickly and efficiently.
- Understand that the needs of all learners will be different and implement a range of teaching and learning styles as appropriate, always fostering an inclusive approach.
- Recognise that additional support needs may emerge at different stages and for different reasons, and these may be long or short term.
- Focus on the strengths of the learner, as well as development needs, to develop skills and talents whenever possible.
- Engage with all learners, including those with additional support needs, to set realistic and achievable learning outcomes.
- Seek advice and support for children with additional support needs so that planning put in place is accurate and appropriate.
- Understand the importance of sharing information, concerns and questions with the Head Teacher, in line with the Staged Intervention Process.
- Develop knowledge and understanding of the principles of GIRFEC and consider how best to meet the needs of the whole child.
- Contribute to the effective transfer of information at transition stages.

Providing an Inclusive Service

Crawforddyke Primary is committed to providing a wide range of support so that all learners can experience equality of access to all educational opportunities. We demonstrate this commitment by:

- Engaging with a wide range of resources within the local and wider community and the Local Authority, to increase our capacity to meet a range of needs.
- Providing a safe, warm and welcoming environment for all learners and their parents/carers.
- Working jointly with a range of agencies to ensure all available supports for learners with additional support needs are in place.
- Adapting provision and learning environment to meet the needs of all learners with additional support needs.
- Deploying staff, including support staff, to make the best use of staff expertise in supporting all learners.
- Ensuring that teaching resources are developed to support learning and participation.

Partnership Working

In line with the requirements laid out in the Education (Additional Support for Learning) (Scotland) Act 2004 and Education Resources Operating Procedure A28, Crawforddyke Primary promotes partnership working as an essential part of meeting the needs of all learners who may require additional support.

Crawforddyke works with a wide range of agencies and professionals, including:

- The Family Support Hub
- Social Work Resources
- Educational Psychologist
- Child and Adolescent Mental Health Service (CAMHs)
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Senior Manager of Pupil Support
- Extended Community Team (including Learning Support Teacher)
- IWS (Integrated Wellbeing Service)
- Behaviour Support (including external provisions and support bases)
- Street Level
- Child Protection Officer
- Staff from Carluke High School Learning Support

This list is extensive, but not exhaustive. The Head Teacher is responsible for:

- Coordinating support and working with all agencies to ensure a joint assessment process and so produce a single, shared assessment for all learners with additional support needs.

- Multi-agency planning, paying particular care at points of transition and major change, such as moving from stage to stage, changing schools or leaving school.

Additional Support Needs Paperwork

When a learner has additional support needs, for whatever reason, Crawforddyke Primary aims to utilise or put in place the relevant paperwork to ensure all needs are recorded and addressed promptly, effectively and appropriately. This is in line with the GIRFEC agenda and the policies set out by the Education Authority. Paperwork includes:

- Staged Intervention Records: class teachers use these to record concerns and interventions they may put in place.
- Additional Support Plans: these are put in place for all children with identified additional support needs. There are many parts to the ASP, and not all children will require every part:
 - Pupil Information Form (all children with additional support needs must have this part).
 - Part 1: Curriculum Planning Form
 - Part 2: Multi-agency Planning Form
 - Part 3: BASP
 - Part 4: Meeting Record
- Request for Assistance: used to request support from another agency or professional.
- Wellbeing Assessment Form: collates information in relation to the pupil's wellbeing, attainment and achievement, using the Wellbeing Indicators as a guide.
- Coordinated Support Plan: used when many agencies are involved.
- Consent to Share Information: signed by the parent/carer to allow information to be shared between agencies and other professionals, for a specific purpose.

Sharing Information with Parents/Carers

Parents and carers will always be kept informed about their child's learning in Crawforddyke in a variety of ways. When a child has additional support needs, it is vital that the contact with home is regular and parents/carers are kept up to date in relation to the supports their child is receiving.

A parent/carer will be contacted by a member of the Senior Leadership Team (SLT) at the first sign of concern. The strategies being put in place will be discussed and agreed.

If the concerns remain after some time, then a meeting will be arranged between the parent/carer, class teacher and SLT to discuss the next steps. This may include:

- Putting an ASP in place.
- Requesting assistance from another agency or professional.
- Gathering information for a Wellbeing Assessment.
- Arranging a multi-agency meeting.

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Parents/carers will usually be given records of actions or minutes taken.

If a parent/carer has concerns about their child, then they can contact the school at any time and ask to speak to a member of the Leadership Team.