



# WOODPARK

## PRIMARY SCHOOL

### Additional Support Needs policy

Created: May 2019  
Next Review: May 2021



## Rationale

Getting it right for every child is a national programme that is changing the way adults think and act to help **all** children and young people grow, develop and reach their full potential.

*“The overarching concept of Getting it right for every child is a common, coordinated approach across **all** agencies that supports the delivery of appropriate, proportionate and timely help to all children as they need it.”*

‘Getting it Right for Every Child, September 2008’

Woodpark Primary School values the abilities and achievements of all its children. They have a right and entitlement to a curriculum that is broad, balanced, provides continuity and progression.

The curriculum offered provides a flexible curricular framework to meet these needs. However, we recognise that some children face barriers to learning and that the curriculum and its delivery can be a source of difficulty and frustration for both more and less able pupils. We recognise that there are also children who will be best extended if we use a variety of teaching methods and learning approaches.

- giving more time to individuals in a higher staff to pupil ratio
- creating more stimulating challenges
- using other staff and other classes in a supporting way
- using appropriate new resources and strategies

Effective differentiation may overcome these barriers, but we also recognise the need to identify these children with additional support needs as early as possible and to support them appropriately. Woodpark Primary will seek to help all children at every level of ability, but in particular, to extend, challenge and stimulate those of a lesser ability and those who are performing at a higher level.

All Education Resources staff respect the rights of parents/carers to be involved in the educational process. Staff recognise the value of positive partnerships with parents/carers and young people themselves. Staff respond promptly and sensitively to parental concerns.

## Aims

The Additional Support Needs Policy for Woodpark Primary School takes account of the school aims.

Our aims are:

- To improve attainment through the provision of active learning activities and to link better behaviour to better learning. Our children will be successful, confident, responsible and will contribute to the life of the school and wider community.
- For all children to be actively involved in their own learning and to feel confident that their views are listened to and acted upon. Children, parents and families of Woodpark will be involved in all aspects of education
- To give all children a better learning experience by increasing the number of staff to support children who are experiencing difficulty. Our staff will feel valued and involved in the work of the school and their efforts will be recognised and celebrated.

Our aims reflect those found in A Curriculum for Excellence, the National Improvement Framework and our commitment to respond effectively to the needs of individual children through the Staged Intervention process.

### ***Aims of Additional Support Needs***

The Additional Support Needs Policy of Woodpark Primary School will provide pupils who have additional support needs with an equal opportunity to:

- Achieve excellence
- Have the highest expectations set for them
- Have their achievements valued in an environment that suits them best

This is achieved through:

- A whole school approach to Additional Support Needs.
- Promoting an ethos where pupil achievement is valued as much as pupil needs are supported.
- Identifying and assessing barriers to learning as early as possible.
- Assessing the range of support services available.
- Providing for able and exceptionally able children in all classes.
- Working in partnership with both parents and pupils.

Our Additional Support Needs Policy is based firmly on South Lanarkshire Council's Policy "Inclusive Education and Support for Learning", "Getting it Right for Every Child" and "The Education (Additional Support for Learning, Scotland) Act" providing a new framework of support and intervention for every child.

### **Responsibilities**

ASN Co-ordinator – Mrs Duncan – Depute Head (Acting)

The ASN Co-ordinator will ensure effective monitoring and management of Support for Learning across all stages of the school. This will include:

- An effective system of communication with parents, carers, staff and children
- Early identification of pupils with additional support needs, including the more able child
- Facilitate the work of all additional support staff (ASN teacher, classroom support staff, Specialist Support teacher (SST), Educational Psychologist, etc)
- The efficient transfer of information between nursery/primary/secondary for all ASN children
- Facilitating links with appropriate support agencies
- Ensuring that all legal requirements are met relating to Co-ordinated support plans and Child Protection
- The ASN Co-ordinator is also responsible for relating any opportunities for staff development to all staff members

## Additional Support Needs Staffing

Provision of support for children with ASN will require:

- Early Identification of needs
- Assessment
- Planning and evaluation of teaching programmes
- Tracking and monitoring

This is provided through:

- **Consultation with staff**

The ASN co-ordinator will have regular formal conversations with class teachers, specialist support teachers and support staff. Class teachers will implement the Staged Intervention (SI) process in order to identify, assess and plan to meet additional support needs. The school's open door policy also encourages parents to contact the school if they have any concerns about their child's progress.

- **Co-operative support**

Support staff are timetabled to work with children according to the needs of each class; class teachers should utilise this support effectively. Consultation time is given to allow teachers time to discuss, plan and evaluate their co-operative approaches, whether it be to discuss ASP targets, to speak to the SST or to discuss a new concern.

- **Specialist guidance & tuition**

The ASN co-ordinator consults with the SST on a weekly basis when they are in the school. The SST will then visit classes and teachers based on the information passed onto her by the ASN Co-ordinator. SST works with children who have advanced to SI level 3 however is available to advise teachers on specific issues if need be. The SST is available to undertake further assessment to help pin point particular challenges for children with ASN.

- **Staff development**

This subject to consultation between the ASN Co-ordinator and staff. It will enable ASN staff to share their insights and expertise. Activities for staff development may vary and could include presentation at in-service, guidance and advice on materials and equipment as well as comments given on new guidelines and documents.

- **Monitoring**

ASN children are tracked and monitored through various pathways. This is undertaken through; evaluation of Staged Intervention, ASP's, ASD Paperwork and review meetings with parents, informal meetings with ASN Co-ordinator and termly FP feedback. Any new issues can be discussed with the ASN Co-ordinator directly.

## Planning

- Class teachers are responsible for planning, implementing and evaluating an appropriate curriculum and learning experiences for **ALL** children in their class.
- Class teachers must carry out the school referral procedure (SLC Staged Intervention) regarding identification of pupils who are giving cause for concern. They must consult with the ASN co-ordinator to discuss these concerns and the next steps they have planned. After a time, they must evaluate their own action plan in discussion with the pupil support co-ordinator. The next steps will then be decided.
- Plan in collaboration with additional support needs staff for children who require this extra support.
- The teacher in collaboration with the Support for Learning teacher, Mrs Shanks, parents/carers and pupils will draw up an Additional Support Plan (ASP) or if needed, a Co-ordinated Support Plan (CSP).
- Class teachers have a responsibility to work co-operatively with the ASN co-ordinator, additional support needs staff, parents and other agencies.
- Class teachers have a responsibility to participate in staff development activities to ensure they are able to provide targeted learning experiences for children who need support in any way.
- Parents and Carers will be informed by letter or phone if their child is receiving Additional Support for learning.