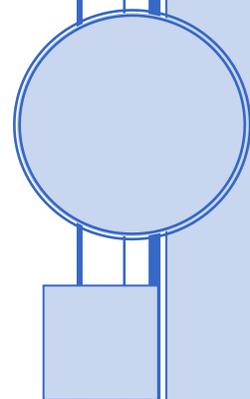




GULLANE PRIMARY SCHOOL

ADDITIONAL SUPPORT FOR LEARNING POLICY

2/19/2019



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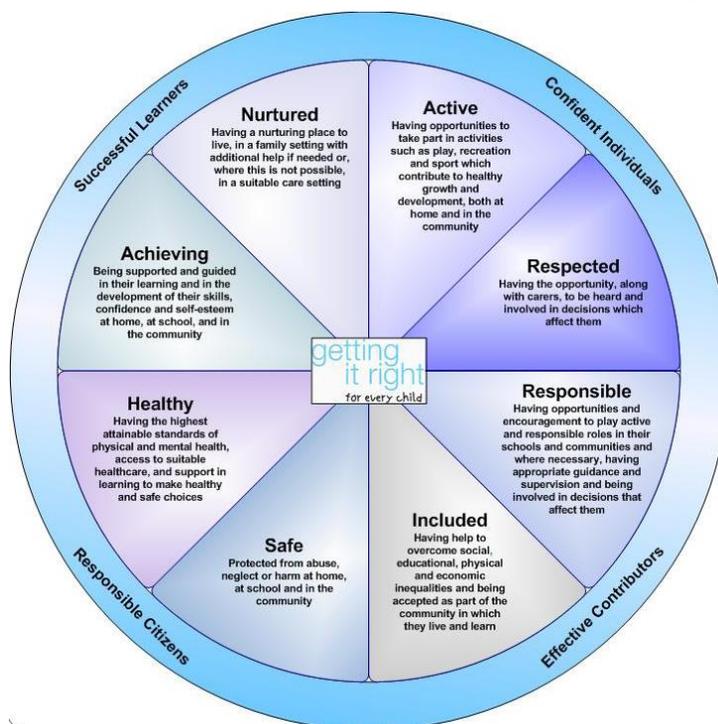
This policy should be read in conjunction with our Assessment and Learning and Teaching policies.

RATIONALE

‘Our aspiration for all children and young people in Scotland is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society and at work. They are our future and we all have responsibilities to ensure that they are safe, nurtured, healthy, achieving, active, respected and responsible, and included.

All children and young people need the support of our education system to help them to learn and to achieve their potential.’

(Ministerial foreword – Supporting Children’s Learning, 2005)



AIMS

In Gullane Primary School, Support for Learning is an integral part of all teaching and learning and, through it, we aim to:

- provide equal opportunities for all children, including those with additional support needs, and to have the highest expectations set for them all to achieve to the best of their ability;
- offer programmes of work which will provide continuity and progression for all pupils, where content is relevant to age, aptitude, experience and need;

- provide an environment in which pupils feel valued. To raise children's self-esteem and sense of achievement;
- review individual pupil's needs and progress through regular consultation between class teachers, support staff and the Support for Learning teacher;
- work in partnership with parents and other agencies to ensure the best provision is made for each individual child.

DEFINITION

'The Additional Support for Learning Act provides a framework for supporting children and young people in their school education, and their families. This framework is based on the idea of additional support needs. This new term will apply to children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education. Children and young people may require additional support for a variety of reasons and may include those who:

- have motor or sensory impairments
- are being bullied
- are particularly able or talented
- have experienced a bereavement
- are looked after
- have a learning difficulty
- are living with parents who are abusing substances
- are living with parents who have mental health issues
- have English as an additional language
- have had interrupted learning or who are not attending school regularly
- have emotional or social difficulties
- are on the child protection register
- are young carers

The above list is not exhaustive nor should it be assumed that inclusion in the list automatically implies that additional support will be necessary.¹

In Gullane Primary, the Management Team (MT) and the Support for Learning (SfL) teacher make up the Additional Support for Learning (ASL) Team and they aim to coordinate the support available within the school and from other agencies.

Between them they can:

- provide learning and behaviour support for individual pupils
- give guidance to teachers and support staff
- ensure that internal and external supports are used in the most effective way

Additional support needs, particularly short-term needs, should, where possible, be addressed in the classroom by the class teacher. More complex needs may require specific intervention through support for learning and other professional support. These may include dyslexia, dyspraxia, hearing/visual

¹ Supporting Children's Learning p11

impairment, language and communication disorders, autism, physical impairments or any named syndrome. The educational needs of individual pupils do not remain static. It is essential that appropriate curricular adaptations using a variety of strategies and resources are implemented to meet these changing needs.

IMPLEMENTATION

Roles and Responsibilities

The role of the **head teacher** is to:

- review and prioritise whole school needs in consultation with staff
- participate in or monitor the process of prioritisation of individual need
- consult and plan with the Support for Learning teacher to make the most effective use of time
- describe roles and responsibilities
- ensure effective deployment of staff and resources to meet needs
- make time available for liaison between those concerned with pupils' learning
- encourage co-operative working with parents in identifying and planning to meet needs
- to ensure that staff working with pupils with additional support needs have had appropriate training eg in Moving and Handling, Intimate Care, Epilepsy, First Aid, Epipen etc

Class teachers have responsibility for all pupils in their class. Appropriate teaching programmes and teaching methods for all children should be implemented, within the curricular framework of the school, so that all children can learn at a pace appropriate to their needs, using materials suited to their levels of ability. In order to do this the teacher will:

- consult with parents/carers at an early stage when identifying and meeting pupils' needs
- provide appropriate differentiated experiences ensuring variation in pace, content, methodology and grouping
- raise concerns about individual pupils
- consult with the appropriate members of staff in order to decide how best to meet the additional support needs of pupils
- work in partnership with the ASL team to plan appropriate programmes of work for groups or individuals
- manage and support the classroom assistant
- be involved in the formulation and delivery of Individualised Educational Programmes (IEP)
- familiarise themselves with additional plans for pupils eg Child's Plan, Coordinated Support Plans (CSP), Personal Emergency Evacuation Plans (PEEPS), Health Care Plans, etc
- report on pupil progress to parents/carers and other professionals informally or at meetings

The **Support for Learning (SfL) teacher** has five roles within the school:

1. Consultancy

2. Cooperative teaching
3. Direct teaching/temporary support
4. Specialist Services
5. Staff development

The needs of the school will dictate the balance of the five roles. This may change from year to year. Clearly the five roles are inter-connected, with consultancy being involved throughout.

1. Consultancy

The SfL teacher will:

- consult with the class teachers on prioritising groups and individuals and on programmes of work and appropriate resources that will be provided
- assess pupils and communicate results of assessments to relevant staff
- consult with class teachers, support staff and parents/carers on the creation and management of pupil plans
- consult with nursery staff, relevant high school staff and special school staff at times of transition for pupils with additional support needs
- consult with parents and carers
- consult with external services where appropriate

2. Cooperative Teaching

The SfL teacher works cooperatively with class teachers and support staff. The general aims of cooperative teaching are:

- to work together to develop specific areas of the curriculum
- to cater for the range of pupil abilities
- to provide specific support for pupils with additional support needs

3. Direct Teaching

The SfL teacher may carry out direct teaching. This is especially beneficial for:

- pupils who have not yet mastered basic literacy and numeracy skills and who need an intensive, structured programme to address difficulties
- pupils with specific difficulties, who may have mastered early skills but who need individual teaching to achieve their potential
- pupils whose lack of concentration or behaviour in class is a barrier to their learning

Direct teaching should be seen as a supplement to normal classroom experience, not as a replacement for any part of it. The SfL teacher will coordinate their work with class teachers and provide guidance to class teachers and they will continue to monitor a child's progress once they have completed a period of direct teaching.

The SfL teacher may provide short-term support for individual children with temporary additional support needs e.g. children who have missed school through illness or family circumstances or who are experiencing difficulties for whatever reason.

Short-term provision may also be made for in-coming children who may require and benefit from support to help them settle into school and become familiar with the school's programmes of work.

4. Specialist Services

The SfL teacher has a role in ensuring that services are delivered to pupils in a coherent way. This may include:

- collating information on individual pupils
- ensuring that information on pupils is appropriately disseminated
- working with external services

5. Staff Development

The SfL teacher may contribute to staff development in the school by:

- sharing insight and experience
- offering guidance on materials, equipment and approaches
- participating in curricular and policy developments in school
- disseminating information from courses attended.

The balance of the five roles will be seen to reflect the pattern of needs of pupils and the expertise of the staff involved. This calls for flexibility on the part of all concerned. The balance will vary from year to year to meet the demand.

Classroom Assistants support learning and teaching in the classroom, in particular, focusing on pupils with additional support needs. Their work will be directed and overseen by the class teacher through regular discussion.

Partnership with Parents/Carers

Partnership between parents/carers and teachers is essential to provide a coordinated service to meet the children's needs. The school will ensure that parents are informed of, prepared for and fully involved in meetings regarding their child's additional support needs. The ASL team and class teachers share responsibility for parent partnership.

The school aims to:

- use parent/carer's knowledge of their child's strengths and needs
- keep parents/carers informed of ways in which they can support their child's learning
- respond to concerns expressed by parents/carers
- ensure that the school's policies for learning and additional support are shared with parents
- contact parents/carers as difficulties are identified
- inform parents/carers of special arrangements made to support their child
- give parents/carers information about their child's progress

Immediate informal contact will be made when a concern arises. The school will make formal contact with parent/carers by letter regarding:

- Referrals to external services
- Additional Support Plans
- Individualised Educational Programmes
- Health Care Plans
- Coordinated Support Plans
- Meetings and reviews

Partnership with External Agencies

The Education (Additional Support for Learning) (Scotland) Act 2004 provides for integrated working across agencies. The ASL Team will work to ensure that assessment, intervention, planning, provision and review are timely, solution focused and effective.

Other professional and visiting services could include:

- Educational Psychologist
- School Health Services
- Speech and Language Therapist (SALT)
- Occupational Therapist
- Physiotherapist
- Family Support Workers - Attendance
- Social Workers
- Child and Adolescent Mental Health Services (CAMHS)

Statutory Inter-agency meetings

The head teacher will ensure that reports are written and attend statutory meetings.

Non- statutory Inter-agency meetings

The ASL Team and external services will work together to ensure that meetings are timely, effective and solution focused.

Identification

Assessment of Additional Support Needs is ongoing and part of what a teacher does on a daily basis. It can be both formal and informal (see Assessment Policy). Through the procedures normally used in the classroom, a class teacher would assess an individual's learning difficulties. Where relevant, reference would be made to previous school reports and to information given by parents. The teacher would take action to overcome the learning difficulties within a defined period, generally by adjusting the class programme. The teacher would then reassess, making a record of the problems faced by the individual, and their learning strengths. Should the teacher continue to have concerns they would make a referral to the ASL Team. Additional support needs may also be brought to the attention of the school by parents or by other agencies.

Successful identification enables the school to:

- Identify those pupils who are not making expected progress or who require assistance to fully access the curriculum
- Determine the most appropriate forms of educational provision
- Plan effectively
- Ensure appropriate resources are in place to meet needs
- Determine whether an Individualised Educational Programme, Health Care Plan or Coordinated Support Plan is necessary.

Meeting Individual Needs

All staff in Gullane Primary have responsibility for supporting pupils' learning and we follow East Lothian Council's structured approach to identifying, assessing and supporting pupils' learning, through the Child's Plan system. A copy of the guidelines is available on the school server.

Planning / Record Keeping

In Gullane Primary, all teaching staff plan in four blocks.

- August – October
- October-December
- January – April
- April – June

The SfL teacher will consult with teaching staff at the beginning of each block. The HT will monitor this planning and evaluation. The SfL teacher will keep informal records for the children with whom they work. These records may consist of programmes of work, books and resources used. Comments on progress/difficulties should be noted. The SfL teacher will also keep pupil profiles containing records of test scores, information regarding area of need and a synopsis of progress made or difficulties encountered. These records will be updated at the end of each session and will supply relevant information to staff and management and used for reference when appropriate.

Staff with a detailed knowledge of the child, usually the class teacher, will complete reports for those pupils who:

- are working directly with them
- are referred to/are being reviewed by the Educational Psychologist
- have social work/children's panel reviews
- have transferred to another school

MONITORING AND EVALUATION

The responsibility for the implementation of this policy lies with all staff; however, promoted staff will, through routine quality assurance procedures seek to ensure that it is put into practice. All staff will be involved in evaluating the effectiveness of this policy.