

Law Primary School Nursery

Support for Learning Policy

“We are an inclusive ambitious learning community where every child has the opportunity to reach their potential”

Introduction

This policy follows East Lothian’s Framework for meeting additional support for learning needs and aims to deliver children’s entitlement to personal support.

“Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.”

Any child can encounter difficulties in their learning at any stage in their time in school. Some children will require additional support during their time in school. In Law Primary School we provide additional support to learning for about 20 per cent of the school population. This broad and inclusive term applies to children or 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 and to be included fully in their learning. Children may require additional support for a variety of reasons including

- have motor or sensory impairments
- are being bullied
- are particularly able or talented
- have experienced a bereavement
- diagnosed with a neurological condition such as autism
- have a learning disability
- are looked after by a local authority
- have a specific learning difficulty, such as dyslexia
- are living with parents who have mental health problems
- have English as an additional language
- are not attending school regularly
- are young carers

Additional support needs arise due to barriers caused by factors such as

- the learning environment
- social and emotional factors
- family circumstances; or
- health and disability

Aims and Objectives

At Law Primary School Nursery we aim to provide high-quality personalised support by

- maximising every child's achievements by motivating, challenging and supporting them through play based learning
- taking positive steps to minimise barriers to learning
- identifying and assessing children's learning needs
- finding new ways to meet the needs of our increasingly diverse community
- setting realistic achievement targets that encourage success
- promoting full and effective inclusion for all in the life of the school
- encouraging strong partnerships and collaboration between children, parents and staff

Getting It Right For Every Child (GIRFEC)

This is the national strategy that offers universal support to all our children in Law Primary. For children, their parents and carers, Getting It Right For Every Child means that

- You understand what is happening and why.
- You have been listened to carefully and your wishes have been heard, understood and taken into consideration.
- You feel confident about the help you are getting.
- You are appropriately involved in discussions and decisions that affect you.
- You can rely on appropriate help being available as soon as possible.
- You experience a more straightforward and co-ordinated response from the people working with you

The Getting It Right For Every Child approach provides five questions practitioners need to ask themselves about a child:

- What is getting in the way of this child's wellbeing?
- Do I have all the information I need to help this child?
- What can I do now to help this child?
- What additional help, if any, may be needed from others?
- What can my agency do to help this child?

At Law Primary School Nursery to get it right for every child we:

- work in partnership with children, parents and carers and support services
- give children ownership of their learning enabling them to become successful learners, effective contributors, responsible citizens and confident individuals
- offer a learning environment to secure progress in the wellbeing indicators
- identify effectively barriers to learning and respond appropriately, offering advice in relation to all learners' needs as required
- collaborate with all nursery practitioners to ensure learning tasks are varied, differentiated and devised to provide effective support and challenge
- employ a range of play based learning opportunities and resources to meet the needs and abilities of learners
- deploy support staff effectively to ensure we maximise support for every child whilst creating independent resilient learners
- review and evaluate the quality of our provision to build our capacity to provide high-quality additional support for learning

Child's Planning Framework

At Law Primary School Nursery we follow the guidelines and procedures of the Child's Planning Framework which moves through three different stages:

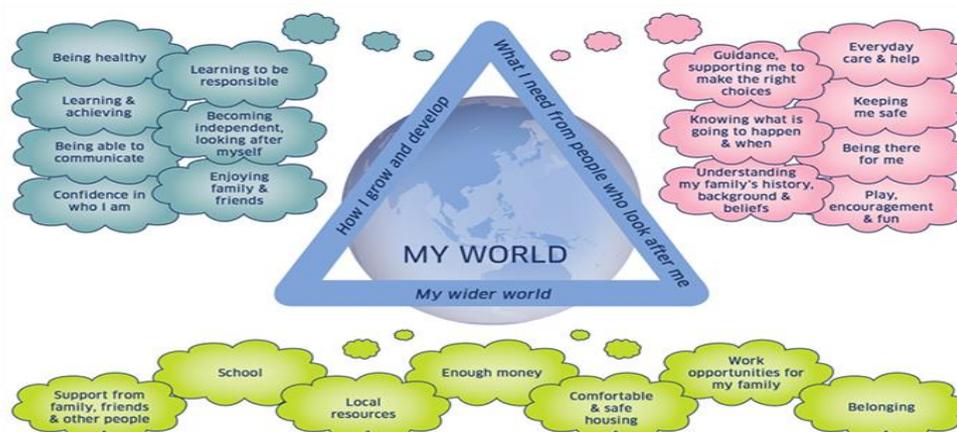
Universal Everyone is entitled to this support. At this stage assessment and planning make use of resources within the nursery and is delivered by the nursery practitioners.

Additional This stage involves different agencies, including the Support for Learning Teacher, working together with parents/carers and the child to plan the best support for their needs. Planning will be documented in a Child's Plan initiated and co-ordinated by the Named Person.

Targeted All children at this stage will have significant and enduring needs. They will require intensive and targeted assessment and intervention. Assessment and planning will be documented in a Child's Plan which will be co-ordinated by a lead professional.

Further details of the stages of assessment and intervention are in [East Lothian's Framework for Meeting Additional Support for Learning Needs](#).

A Child's Plan Meeting (CPM) is held when key members of the "team around the child" are invited to discuss, agree and plan a way forward which helps the child that will improve outcomes in relation to child's wellbeing. A CPM should ensure that an Action Plan is prepared. Discussions will be based on the my world triangle below



Individualised Educational Programmes

Children who require significant planned intervention will be identified and individualised educational programme may be devised. DHT (Pupil Support) will create an IEP jointly with parents, nursery staff, relevant outside agencies and the child, where appropriate. Long- and short-term targets are set and regularly reviewed. The best IEPs are working documents. Progress will be shared with the parents and child at parent consultations. National advice on IEPs can be found in Curriculum for Excellence Briefing 13.

Co-ordinated Support Plan

A Coordinated Support Plan is prepared for children who need support due to complex or multiple factors that adversely and significantly affect their school education. DHT (Pupil Support) will liaise with all other agencies in the collation of assessment information for any child with enduring needs that require significant additional support to reach their educational goals.

Roles and responsibilities

At Law Primary School nursery practitioners, as principal providers of support for learning, employ a range of teaching strategies and resources to meet the needs and abilities of learners. They are advised and supported in this role by

Support For Learning teacher (Miss V Duncan)
Additional support needs Support Staff
Senior Early Years Practitioners (Mrs N Sajjad, Miss N Porter, Miss Jessica Stockford)
Psychological services
Health Professionals
Depute Head Teacher (Mrs Ailsa Swinburne)

The Role of the Nursery Practitioners

Our nursery practitioners have the professional skills and abilities to support the learning and development of our nursery children. They are supported by the Senior Early Years Practitioners and the Deputy Head Teacher (Early Years) to plan and organise the curriculum within the nursery environment to provide play based learning opportunities.

The nursery practitioner has a vital role in the early identification of children who are encountering difficulties in their learning and may require additional support. For instance they may identify children who require further challenge in their learning as well as those needing additional support.

Our nursery practitioners, supported by the Senior Early Years Practitioners and Deputy Head Teacher select creative and imaginative strategies and seek to personalise learning and support taking account of children's needs in line with highest expectations.

Our nursery practitioners consistently implement the school and nursery's positive relationships policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the nursery, in a fair, sensitive and informed manner.

Nursery practitioners can seek and use advice from colleagues and promoted staff in responding to children's learning, their additional support needs and also in managing behaviour. Any concerns should be raised with the Deputy Head Teacher and may be considered within the Child's Planning Framework which may lead to consultations/referrals being made to appropriate school staff or agencies.

The Role of the Support for Learning Team

The Support for Learning Team, led by the DHT for Pupil Support, consists of the Support for Learning teacher, classroom assistants, additional support needs staff, nursery practitioners and support workers who work together across both school and nursery to offer direct support across a range of programmes for children with support needs of a temporary or enduring nature.

Such programmes are tailored to the needs of children at different stages in the school and nursery. They are aimed at supporting their learning needs within literacy, numeracy and health and wellbeing. There is no one way to support children.

How support is provided will depend on an individual child's needs. Support is usually provided through the normal play based learning however additional support might include:

- Targeted support of short intensive work, 1 to 1 or in a group
- Working with a child or in a group on a specific learning programme
- Adapting the environment to suit a child's needs
- Providing coping strategies or a quiet space to help children with their self-regulation
- Adapting learning materials to a child's needs
- Using digital technology or software programmes

The Support for Learning teacher has a key role in working with nursery practitioners and senior managers to provide targeted and additional support across the school and nursery. This work will include the following

1. Consultation
2. Co-operative teaching
3. Staff Development
4. Contact with parents and agencies
5. Managing and contributing to direct teaching

The Role of the Depute Head (Pupil Support)

The DHT (Pupil Support) coordinates support for children with additional support needs and leads the Support for Learning in school and nursery. The DHT (Pupil Support) has responsibility for monitoring, reviewing and tracking the progress of children requiring additional support through the Child's Planning Framework.

Child's Planning Meetings are held for children with additional or targeted needs when required. Led by the DHT (Pupil Support) they will always involve parents and carers, school staff and previously agreed external partner agencies to plan and provide support for our learners. Learners have the opportunity to have their views heard and when appropriate have the option to attend the meeting. DHT (Pupil Support) oversees the GIRFEC process and paperwork and is happy to discuss this further with parents.

DHT (Pupil Support) has an overview of the processes of support and planning, oversees referral to psychological services and is the key point of contact for other partners and agencies. DHT (Pupil Support) coordinates planning and review meetings with children, parents and the other partners involved in ensuring a child's wellbeing.

Working with parents and carers

At Law Primary School Nursery, we encourage parents to be involved fully in discussions and decisions about their child's learning. We know parents want what is best for their children and have unique knowledge and experience to contribute to understanding and meeting their child's additional support needs. Our parents at Law Primary Nursery have a key role to play in their child's education and we ensure we take account of their views and the perspective they bring.

Partnership with parents is, therefore, central to ensuring that children with additional support needs benefit fully from education at Law Primary School Nursery. We note the good practice in communicating with parents drawn from Supporting Children's Learning: code of practice in the Appendix 1 to this document.

Transition

Law Primary School Nursery

We aim to make the transition from nursery to P1 as smooth as possible by sharing and communicating the transfer of information and plans. The DHT (Pupil Support) communicates regularly with the nursery team, Deputy Head Teacher for Early Years and the Support for Learning Teacher as well as the P1 Staff Team.

Learners within the Child's Planning Framework that are at the additional or targeted stage will have transition discussions during CPM to ensure transition needs are met. All children, at Law Primary School Nursery, will have the opportunity, should it be required to attend Enhanced transition sessions to meet their individual needs in preparation for Primary 1. These visits are in addition to the normal transition process which takes place in the pre-school year.

Appendix 1 Good practice in communicating with parents

Appendix 2 My environment for learning at Law Primary School

Appendix 3 Legislation

Appendix 4 Further advice and guidance



“We are an inclusive ambitious learning community where every child has the opportunity to reach their potential”

Appendix 1 Good practice in communicating with parents

At Law Primary School Nursery we aim to take account of the following good practice points when working with parents.

Professionals should:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- consider the child’s strengths as well as additional support needs
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support and are given documents to be discussed well in advance of meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- cater for the differing needs parents may have, such as those arising from a disability, or communication and linguistic barriers.

Information should be:

- clear and understandable and avoid jargon
- provided easily in accessible formats
- readily available and provided automatically without a charge and without a fuss.

Communication works well when:

- people have the interpreters they need
- someone in authority takes responsibility for keeping parents up-to-date
- people are told what has been happening between meetings
- any information provided by parents is acknowledged
- formal references to statutory procedures are avoided

Effective working relationships develop when:

- contact with parents is sensitive, positive, helpful and regular
- parents feel included and are encouraged to contribute to discussions
- positive, clear and easily understood language is used
- parents are involved and processes and roles are explained from the beginning

- parents are told what to expect and the next steps
- times of meeting take account of parents' availability

Meetings work best when:

- parents are asked what times and places suit them best, taking account of any access need or family responsibilities
- notes from meetings, and any papers to be considered, are sent out in good time
- parents are invited to add points to the agenda, at the same time as everyone else
- people attending are aware of their roles and the roles of others and they understand the child's or young person's additional support needs
- there are no hidden issues, and no last minute surprises
- decisions are made when parents are at the meeting, or agreed with them before meeting takes place, not after the meeting has closed, unless further consultation takes place with them
- ample time is given to allow people time to raise concerns, so that decisions are not rushed.

Identifying the way forward works well when:

- all views are taken on board – including those of the child where appropriate
- people are interested in learning from each other
- people show an interest in general family priorities and take them on board
- services are identified in agreement with the family and are responsive to individual needs.

Accountability and involvement is clear when:

- who is responsible for what is clearly defined and understood
- parents concerns are responded to quickly
- decisions are open to scrutiny
- parents have a clear point of contact who can answer questions, make decisions and ensure that agreed actions are taken
- people do what they agreed within the timescale committed to – if a decision is likely to take time, parents are told and given some idea of when a decision is likely.

Appendix 2 My environment for learning at Law Primary School Nursery

At Law Primary School Nursery all our children can expect our learning environment to be supportive of them. Health and wellbeing is based on these expectations for children:

“I can expect my learning environment to support me to:

- develop my self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build my resilience and confidence
- understand and develop my physical, mental and spiritual wellbeing and social skills
- understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in my nursery community have a responsibility to look after me, listen to my concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on my strengths and skills to help me make informed choices when planning my next steps
- acknowledge diversity and understand that it is everyone’s responsibility to challenge discrimination.”

Appendix 3 Legislation

The most important legislation that underpins Scottish education.

[The Education \(Scotland\) Act \(1980\)](#)

An Act with specific reference to the provision of education by Education Authorities and the rights and duties of parents and functions of Education Authorities in relation to individual learners.

[United Nations Convention on the Rights of the Child](#)

The United Nations Convention on the Rights of the Child (UNCRC) is an international statement of the civil, political, economic, social and cultural rights of children. It came into UK law in 1992.

[Standards in Scotland's Schools etc. Act 2000](#)

This Act is about the provision of school education specifically relating to children's rights and the duty of the education authority.

[United Nations Convention on the Rights of People with Disabilities](#)

[Article 24 of the UNCRPD](#) recognises the right of disabled children to inclusive education with their peers in their local community

[Children and Young People \(Scotland\) Act 2014](#)

This Act concerns the provision of services and support for children and young people; it covers adoption, children's hearings, detention in secure accommodation and consultation on certain proposals in relation to schools.

[The Equality Act 2010](#)

This Act places a duty on schools and education authorities not to discriminate against pupils with protected characteristics including disabilities, sexual orientation and ethnicity. This includes admission to school, the way education is provided, access to a benefit, facility or service, and exclusion. They must not treat pupils with disabilities less favourably and must take reasonable steps to avoid putting these pupils at a substantial disadvantage. The duty related to aids and services means that schools have to make reasonable adjustments.

[Education \(Scotland\) Act 2016](#)

This Act includes provisions for strategic planning to consider socio-economic barriers to learning. It includes provisions which extend the rights of children aged 12 and over with capacity under the Additional Support for Learning Act. Children who are able to can use rights on their own behalf to affect decision making about them.

Annex A of [Supporting Children's Learning Code of practice third edition 2017](#) provides a more complete range of legislation relevant to children's learning.

Appendix 4 Further advice and guidance

Further information and guidance on the legislation is available within [Supporting children's learning code of practice](#) (Scottish Government, 2017)

East Lothian's Schools website has information on [Children with additional support needs](#) as well as within the appendix in the online school handbook

Education Scotland has two websites giving information for parents on [Parentzone](#) and also within [National Improvement Hub](#)

[Enquire](#) is funded by Scottish Government to provide free help and support for parents and children and young people about their rights and additional support needs

Annual Reports to Parliament 2012-2016

There have been five annual reviews published which can be found at the following links.
Report to Parliament - February 2012

<http://www.scotland.gov.uk/Publications/2012/02/7679>

Report to Parliament - February 2013

<http://www.scotland.gov.uk/Publications/2013/02/7808>

Report to Parliament - April 2014

<http://www.scotland.gov.uk/Resource/0044/00448013.pdf>

Report to Parliament - April 2015

<http://www.gov.scot/Publications/2015/04/5650>

Report to Parliament - May 2016

<http://www.gov.scot/Resource/0049/00497314.pdf>

Country Policy Review and Analysis (CPRA) with European Agency for Special Needs and Inclusive Education - Scotland

The goal of the CPRA work is to aid country reflection regarding the development of policy for inclusive education. It aims to act as a tool for stimulating discussion in the country concerned. Scotland was involved in the piloting of country review and its review is found at the following link.

<https://www.european-agency.org/sites/default/files/agency-projects/CPRA/UK-Scotland%20Analysis.pdf>

Reviewed Sep 20201