

St Peter's RC Primary School

Additional Support for Learning Policy Revised December 2015



Rationale

Pupils' additional needs which require specialist intervention arise from the difficulties pupils experience in acquiring the knowledge, understanding and skills to access the curriculum. We are committed to providing additional support so that all pupils can be included in learning activities and receive universal or targeted support to make good progress in their learning and social development.

Procedures to provide for additional needs must be fair and transparent. Additional Needs are identified through an agreed system which promotes recognition of needs (and gathers evidence) which are long and short term and also severe and mild. The staged intervention model allows for early and late intervention and is intended to ensure that children do not go under the radar in terms of any needs. In addition, regular reviews of children ensure that the information remains fresh.

The model of staged intervention means that there is a clear signal as to how and by whom the needs of each child are met. It means transparency in planning.

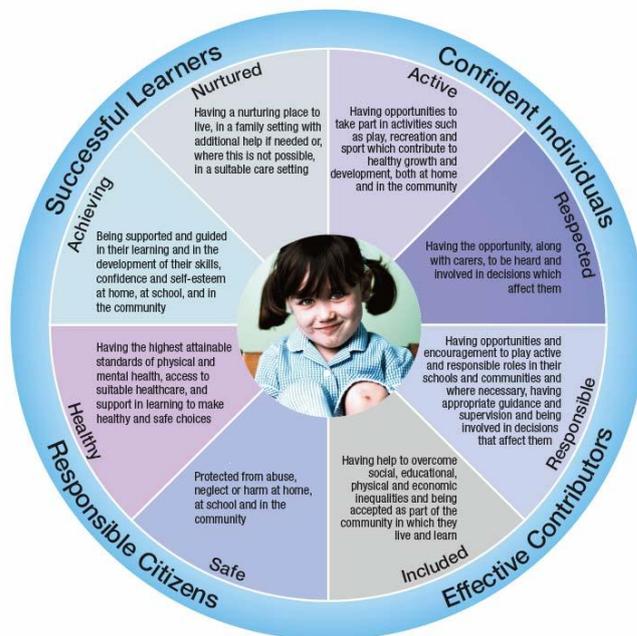
All staff who are working with a child who has Additional Needs should be aware of the child's needs.

This policy should be read in conjunction with the Aberdeen City Policy on Additional Support Needs which is attached as Appendix 2.

Aims

1. To foster an appropriate ethos for Support for Learning, recognising that all staff are responsible for planning, implementing and assessing appropriate learning, social and leisure activities for children who have additional needs.
2. To recognise and value the individuality and achievements of each child and identify, at an early stage, all pupils who experience differences in their learning.
3. To raise self-esteem and maximise every pupil's potential by providing appropriate resources and learning programmes to allow all children to access the curriculum.
4. To monitor and evaluate resources and learning programmes.
5. To support new pupils arriving in school, particularly those who do not speak English, and advise class teachers about suitable resources to meet their learning needs.
6. To share long-term and short-term targets with pupils. (Individualised Educational Plans or Personal Learning Plans as appropriate.)

7. To track the progress of pupils with learning differences regularly and adjust provision as necessary.
8. To foster parental partnership, encouraging parent/carer involvement in their children's learning.
9. To ensure that tracking frameworks are in place for all looked after and accommodated children, and also those in kinship care.
10. To collaborate effectively with the Educational Psychologist and outside agencies and input to Co-ordinated Support Plans as necessary.
11. To ensure effective transition procedures.
12. To work within the GIRFEC 'Getting It Right for Every Child' framework, ensuring that staff work together as a team to ensure that children are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.



The Role of the Support for Learning Teacher

There are FIVE well-established roles identified within the remit of the Support for Learning Teacher. The Headteacher has the responsibility to ensure there is a balanced approach to support for learning in the school.

The five roles are identified as follows:

1. Consulting with members of staff to meet the needs of the child.
2. In co-operation with the class teacher, in the classroom situation, offering supportive help to children with differences in learning, in different areas of the curriculum and/or supporting more able/gifted children.
3. Teaching classes or providing tuition to groups or individuals as is required eg assisting class teachers with assessments or developing group discussion skills ie whatever area has been identified and agreed through the school improvement plan.
4. Contributing to special services for pupils with specific learning difficulties eg working closely with speech therapists, visual impairment specialists, educational psychologists, social work departments etc
5. Participating in regular INSET programmes, providing guidance for class teachers.

DISCUSSION is the most important underlying strand and this takes place both formally and informally.

Procedures

Identifying pupils

- Support for Learning intervention can begin in Primary 1.
- Through observation, assessment and discussions with staff who have taught the child previously, the Class Teacher will initially identify pupils who require long or short-term additional support in their learning. Children's additional needs may be based on differences in learning, circumstantial, physical or medical conditions, social and communication skills, emotional or behavioural concerns.
- The Class Teacher and Support for Learning Teacher will meet to complete a Pupil Concern Form, stating the pupil's needs. This form is Stage 1 of the Intervention.
- As appropriate, the Support for Learning Teacher will organise diagnostic testing for dyslexia and baseline assessments. PIPS and INCAS reports will be analysed to inform decisions about support.
- Pupils who enrol in school mid-session will be assessed by the Support for Learning Teacher within a week of arrival. When a pupil has little English, the Support for Learning teacher will work closely with the English as an Additional Language staff.
- The staged intervention model is attached as Appendix 1.

Planning

- Following consultation and shared planning with the Class Teacher and EAL and/or Behaviour Support teacher, the Support for Learning Teacher will contribute to a pupil's Personal Learning Plan (PLP) **or** work with the pupil and all staff working with the pupil to create an Individual Education Plan (IEP).
- Continuous assessment using AifL strategies will inform planning.
- The Support for Learning Teacher and Headteacher will meet at least once per fortnight to review how we are meeting learners' needs and making the best use of the skills of Pupil Support Assistants to support pupils.

Consultation

- Weekly consultation is timetabled between the Support for Learning Teacher and Pupil Support Assistants.
- There will be ongoing consultation with class teachers and EAL staff to monitor the progress of pupils and to "join up" the learning experiences.

Working directly with pupils

- The Support for Learning Teacher and Pupil Support Assistants work directly with groups and/or individuals on a regular basis (weekly/daily/ x number of times per week) with support material to develop pupils' skills in identified curricular target areas and/ or encourage specific behaviours eg groupwork, concentration, independent learning.

Resources

- The Support for Learning teacher will ensure that resources for Support for Learning (including ICT) are well-organised and that materials are accessible and labelled.
- Requests for additional resources should be made by any member of staff to the Headteacher.
- The Support for Learning teacher will meet the Headteacher and Principal Teacher at least once per month to monitor the allocation of resources (including time/ staff allocations/ effective ICT)

Reviewing progress

- The Support for Learning teacher will co-ordinate Individual Education Plans, monitoring that timeframes are met and reviewing them on the agreed dates.
- The Support for Learning Teacher will maintain records of the specific needs of identified pupils and track their progress at least termly and more frequently if this is written into the child's plan.
- Professional Dialogue meetings are held three times each year between each class teacher, the SfL teacher and a member of the senior management team. At each meeting, particular attention is given to reasons why some pupils are not on track in their learning. The discussion will be recorded on a grid which includes GIRFEC headings as well as assessment and standardised testing evidence (eg PIPS and INCAS).

Involving parents

- Parents will be involved at an early stage. At stage 1, an informal conversation or note in the homework jotter will let them know about strategies and resources being tried. If a child progresses to stage 2 where there is regular timetabled support with specific targets, a letter will be sent, letting them know that their child is receiving additional support. They will be invited to meet the class teacher and Support for Learning Teacher to discuss and contribute to the Individual Education Plans. They will be given a copy of the Individual Education Plan, detailing the type and frequency of support and suggestions of strategies and resources to help at home.
- Support for Learning staff will contribute to annual reports to parents. Parents will be offered opportunities to meet the Additional Support for Learning Teacher to discuss progress.

Involving pupils

- As appropriate to their age and stage, pupils will be involved in drawing up their Individual Education Plans (IEPs).
- Pupils will be involved in assessing their own learning using 'Assessment is for learning' strategies.

Involving other agencies

- The school will follow the Staged Consultation Procedure with the Educational Psychologist, seeking advice at Stage 2 and participating in information sharing meetings at Stage 3.
- The English as an Additional Language Unit will be informed about the arrival of new pupils whose home language is not English and, based on the level of additional need, EAL staff will be involved in planning, supporting, reviewing and reporting as necessary.
- When Speech and Language Therapists, Autism Outreach staff, Occupational Therapists or any other professional staff support children with additional needs, they will be given opportunities to contribute to plans and to attend review meetings.
- If outside agencies are involved with meeting a pupil's needs, consideration will be given at a review meeting to whether a Co-ordinated Support Plan is needed.

Transition arrangements

- When a child leaves for another primary school or for the Academy, information is passed on about the support given and the child's targets.
- Information is collected from nurseries and playgroups about each child entering P1. A professional dialogue meeting takes place about each child within six weeks of entry and the baseline PIPS information is shared as well as observations about social and emotional development.

Key Documents

The following documents should be considered to be part of this policy:

- **Aberdeen City Council**

For Aberdeen's Children – [Integrated Children's Services Plan 2011 – 2015](#)

- **Scottish Government**

Getting It Right For Every Child

<http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec>

Education (Additional Support for Learning) (Scotland) Act 2004

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL> and amendments made by the [Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#)

Happy, Safe and Achieving their potential: a standard of support for children and young people in Scottish schools (Report of The National Review of Guidance 2004)

<http://www.scotland.gov.uk/Publications/2005/02/20625/51515>

Appendix 1 Staged Intervention in St Peter's School

Stage 1

At this stage a teacher becomes aware that a child is having a difficulty in a particular area and makes small changes to ensure that the child's needs are being met within the classroom. For instance it may be that a child finds learning times tables difficult and is given some extra teaching, a change in resources or parental support. Another example may be of a child who has experienced loss or change at home and that the class teacher needs to keep a closer eye on the child and their general demeanour and interactions.

The class teacher may seek advice from other staff members. A record form is kept recording the need and the action taken. Although not essential, it is good practice for parents to be notified informally through a note in the homework diary or a conversation at the beginning/end of day.

Stage 2

Children can arrive at stage 2 because of one of the following:

* A child has been at stage 1 and the class teacher feels that further input is required. For instance the child has been trying to learn his tables and hasn't succeeded despite input from his parents or teacher.

* A child who has experienced loss or change may be becoming more withdrawn.

* A child may be assessed very quickly by the class teacher as having needs that require a higher level of support than she can provide. A meeting between the Support for Learning teacher and the class teacher will be arranged within a couple of days. Parents will be informed that a discussion will take place. Should the class teacher and ASN teacher agree that there is enough concern to warrant further input, a plan will be agreed, determining what support is required, for how long, by whom

and a review date agreed. The review date is usually six weeks from the date of agreeing the plan.

If parents are unable to attend a Stage 2 meeting, the meeting can still go ahead with a member of the Senior Management Team who may then report back to parents. Any input at this level is provided by school staff and may include input from Pupil Support Assistants or the Support for Learning Teacher.

A review meeting between the Support for Learning Teacher and Class Teacher (and PSA if applicable) will take place and parents will be invited. If agreement between staff is that the child's needs cannot be met by school staff (including English as an Additional Language) alone then we move to stage 3. Further assessment may be carried out at this point for more clarity in information.

The Support for Learning Teacher will make notes at the meetings and share copies with the class teacher, headteacher and the child's parents.

Stage 3

Stage 3 usually means that outside agency support is requested. The focus remains on the child's needs.

* Children who have been on stage 2 and who have not responded to the agreed intervention will move to stage 3 following agreement with parents. Once needs have been assessed (and any information from stages 1 and 2 is important at this point) then we agree how to best meet those needs. Outside school staff may include educational psychology, speech and language therapist, social work or other local authority staff.

* Alternatively, children may be placed on stage 3 because they arrive in St. Peter's with information from another agency or another school which indicates that the child's level of need will not be met by school staff and that outside agency support (either direct or indirect) is necessary for the child to access the curriculum. It may be that the child has needs that impact on the overall well-being.

A child on stage 3 will usually have an individualised education plan which is written by class teachers, parents and SfL teachers. The IEP will set out targets agreed with the child. Children should always understand and know their targets which will be age appropriate

Stage 4

Children who have long term and significant needs require co-ordination between agencies (usually two or more agencies which may include education, social work or health). Within the Education Service, Stage 4 paperwork is completed requesting additional help from the Pupil Support Service. A meeting may be held to determine whether a Co-ordinated Support Plan should be opened.

Appendix 2 Aberdeen City Council Support for Children and Young People with Additional Support Needs

All primary and secondary schools provide interventions for children and young people with additional support needs. The Authority also maintains a range of support services such as Educational Psychology, Sensory Support, English as an Additional Language and Autism Outreach. A very small number of children may require access to a more specialised provision for a period of time or access to a Special School Placement.

The Authority is committed to inclusion and the Presumption of Mainstreaming, as set out in the Standards in Scotland's Schools etc. Act 2000. Education and Children's Services will be considering how best to utilise expertise and support from existing services to most effectively support learners over session 2015/16.

Parents have a right to make a placing request for special school provision. In the case of a placing request refusal regarding special schools, parents have the right to make a referral to the Additional Support Needs Tribunal for Scotland (ASNTS). Information about ASNTS and making a referral can be found via the Scottish Government website www.asntscotland.gov.uk/asnts. Placing request forms should be submitted to the Head of Inclusion.

Staged Intervention

Schools operate a staged approach to supporting learners. The Staged Intervention Framework is used to help identify potential barriers to learning and participation, and plan effective interventions. Each stage is characterised by the level of individualisation, specialist knowledge or resources required to enable the child or young person to be successful.

Key features of the Staged Intervention Framework include:

- an emphasis on inclusion with early intervention in the most effective and least intrusive way;
- early and meaningful involvement and participation of the pupil and parents in the process; and
- effective, efficient and equitable targeting of resources.

Support for learners aged 5-18 years is categorised as follows:

Universal support: support delivered by the class teacher through effective differentiation. When appropriate the class teacher will be guided by other professionals in school with particular expertise.

Targeted support: support delivered by the class teacher and other school staff. When appropriate, support will be provided by support services across Education and Children's Services.

Specialist/ Multi-agency support: support delivered by the school and others. This may be short term and help identify effective means of the learner being fully included again. In exceptional cases learners may be supported in another provision.