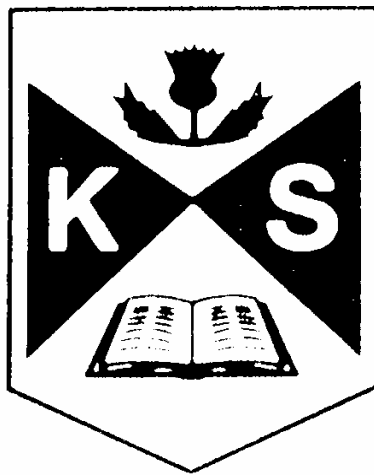


KILLERMONT PRIMARY SCHOOL



Additional Support for Learning Policy

May 2008

1.0 Introduction

A review of our Support for Learning policy was carried out in March 2006 in light of the Education (Additional Support for Learning) (Scotland) Act 2004, which came into effect on 14 November 2005. The 'Act' replaces the concept of special needs with a much broader definition of additional support needs and provides a framework for supporting children's learning.

A review of our existing policy was also necessary to bring our school policy in line with East Dunbartonshire's recent 'Identifying, Assessing and Supporting Children and Young Persons with Additional Support Needs through Staged Intervention Policy (May 2005).'

The development of this policy builds on existing EDC policy and practice detailed in *Individualised Educational Programmes: Setting Targets for Pupils with Special educational Needs* (EDC, 2000) and *A Policy Statement for Children and Young Persons in East Dunbartonshire with Special Educational Needs* (EDC, 2002).

The policy shall now be known as the 'Additional Support for Learning' policy.

2.0 Rationale and Aims

2.1 Rationale

Within Killermont Primary School and Nursery class, we believe that all children learn in different ways and may require additional support for a variety of reasons, at different times in their education. For some children, the support they will require will be of a long-term nature, whereas for others, it may only be for a temporary period in their schooling.

2.2 Aims

Within Killermont Primary, our Additional Support for Learning Policy aims to

- ensure children's needs are recognised early on in their school life and appropriate support given;
- detail an identification and review system to best meet the needs of pupils requiring additional support through a consistent, equitable and transparent approach;
- outline the roles and responsibilities of teachers, school staff and specialist support services;
- ensure the views of children and their parents are taken account of when making decisions which affect them.

3.0 Outcomes

3.1 Time Allocations

Each class teacher follows a timetable which covers all areas of the curriculum. It may be necessary for specific children to spend additional time working on an aspect of the curriculum to help support their learning. An annual allocation of Learning Support time is given to the school to assist with this.

- *Please refer to the Learning and Teaching policy*

3.2 Learning and Teaching Approaches

- *Please refer to the Learning and Teaching policy*

3.3 Pupils with Additional Support Needs

There is a wide range of factors which may lead to some children having a need for additional support. These fall broadly into four overlapping themes – *learning environment, family circumstances, disability or health need and, social and emotional factors*. The same factor may have different impacts on individual learning, therefore, support strategies may vary to meet individual need.

“Additional support needs” and “additional support” as defined in the Education (Additional Support for Learning) (Scotland) Act 2004

"(1) A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person.

(2) In subsection (1), the reference to school education includes, in particular, such education directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.

(3) In this Act, "additional support" means -

(a) in relation to a prescribed pre-school child, a child of school age or a young person receiving school education, provision which is additional to, or otherwise different from, the educational provision made generally for children or, as the case may be, young persons of the same age in schools (other than special schools) under the management of the education authority for the area to which the child or young person belongs,

(b) in relation to a child under school age other than a prescribed pre-school child, such educational provision as is appropriate in the circumstances."

Staged Intervention Process

Staged intervention is a process which is used to identify, assess and support the learning needs of children and young persons. It provides:

- a record of intervention and achievement for individual children as they progress through school;
- an inclusive approach which involves parents, pupils, relevant staff and support services;
- agreed learning and support plans which record the needs of individual pupils;
- a solution focused approach to resolving issues early and at the least intrusive level of intervention.
- a structured monitoring and review cycle.

There are four stages to this process (see **Appendix 1**)

Stage 1

- a) A concern or difficulty is raised by a parent/carer, teacher, pupil or other person involved in supporting the child/young person.
- b) First steps may involve making changes to the way that some curricular areas are approached by the child/young person e.g. differentiation/additional support from class teacher
- c) The class teacher may take advice from appropriate staff within the school.
- d) The class teacher, or nursery key worker completes a Record of Intervention form (see **Appendix 2**), when, following a discussion, it is agreed that the need for additional support is indicated.
- e) These new Record of Intervention Forms would not be completed for every small intervention, but could be used as an ongoing record which could be added to or completed retrospectively. The class teacher will monitor regularly the progress made.

Stage 2

- a) Where a pupil's needs cannot be met through the above procedures, discussion involving the class teacher, the Support for Learning Co-ordinator and the appropriate support services could lead to the development of an Individual or Group Support Plan (see **Appendix 3**).
- b) Most difficulties at Stage 2 will usually be addressed through a range of teaching strategies
- c) The school will monitor regularly the progress made, in line with the agreed review dates.

Stage 3

- a) Pupils under consideration at Stage 3 will usually require significant individualization of learning or substantial adaptation to the curriculum, by Support for Learning Co-ordinators
- b) The head teacher has overall responsibility for ensuring that the learning and support needs of the pupil are appropriately addressed in collaboration with relevant agencies.
- c) An Individualised Educational Programme (IEP) may be established for pupils who are at Stage 3
- d) Reviews of long term targets set in IEPs are undertaken on an annual basis; short term targets are reviewed on a termly basis.

Stage 4

- a) A detailed report on the pupil's needs and the action already taken at previous stages is presented to the Authority's Liaison Group – see Section 3. This referral is normally made by the Head Teacher following recommendations from the relevant inter-agency group.
- b) Submissions to the Authority's Liaison Group are not made without parental/carer permission and normally include the views of the pupil.
- c) The Authority's Liaison Group takes responsibility for the allocation of resources.
- d) A lead officer is nominated by the Authority's Liaison Group to monitor the pupil's progress. This person provides an important link between the Group, pupil and their parents/carers.
- e) The Authority's Liaison Group is responsible for ensuring that the educational provision continues to meet the pupil's needs.
- f) Reviews of individual pupils are undertaken on a six monthly basis.

At Stage 4, a small number of pupils whose needs cannot be met through school education authority resources will be considered for a Co-ordinated Support Plan. Further information on Co-ordinated Support Plans (including the procedure for managing the transition from a Record of Needs) is outlined in the Education Service's policy on CSPs.

At any stage, in order to meet the needs of a pupil, it may be necessary to allocate additional educational resources which lie outwith those routinely allocated to schools. This will involve a referral to the Education Service Advisory Group (ESAG)

- Please refer to *EDC Identifying, Assessing and Supporting Children and Young Persons with Additional Support Needs through Staged Intervention: Policy Document*
- Please refer to *Supporting children's Learning: Code of Practice*, (SEED, 2005)

3.4 Assessment

- Please refer to *Assessment, Reporting and Recording Policy*

Special assessment arrangements can be made for children to help them achieve the outcomes demanded in 5-14 National Assessments, but who are not able to do so in the usual way eg physical disability, sensory impairment, a learning difficulty or temporary problem at the time of the assessment.

- Please refer to *The Framework for National Testing (5-14 Assessment Unit, 1993)*

3.5 Recording and Reporting

- Please refer to *Assessment, Reporting and Recording Policy*

Support files are kept up to date by the Support for Learning Co-ordinator. The files are issued to staff at the beginning of each session and staff may access the files at any point during the session.

3.6 Nursery/Primary Transition

Our *Policy for Pre-school and Primary Liaison* provides for Early Years' staff to pass on information (with parent/carer consent) on each child's strengths and development needs to the receiving primary school. Some children are supported in this transition by a range of staff including teachers, Early Years Home Partnership Workers and the Early Years Home Visiting Teacher.

A pre-school Community Assessment Team (Pre-SCAT) will provide a co-ordinated approach to assessment and intervention for all pre-school children identified as having additional support needs. At this point some pre-school pupils will already be involved in the Staged Intervention process.

Children who experience ongoing support with their learning will have their progress reviewed prior to beginning primary 1. Information in the EDC Pre-school-Primary One Profile is passed from nursery to school staff. The Profile continues to be updated by the primary one teacher by January.

Primary/Secondary Transition

Our *Policy on Primary/Secondary Liaison* sets out the way in which we seek to manage this important point of transition for children. Children who experience on-going difficulties with their learning at primary school

should have their needs reviewed at Primary 6 and P7. Information gathered during Primary 6 and 7 will be used to inform secondary support for learning staff of any pupil likely to experience difficulties with their learning. This information should be made accessible to all subject teachers by the allocated member of staff from the secondary school.

3.7 ICT

ICT plays a crucial role in the delivery of all aspects of the curriculum. It is used to motivate learners and to support different kinds of learning, through a variety of software packages and hardware.

Additional ICT resources beyond those available within the school may be allocated to specific children through appropriate referral to the Education Service Advisory Group (ESAG).

3.8 Staff Development

In order to implement this policy effectively, staff will have access to advice and staff development opportunities as necessary, within the school resources available.

Post-graduate teacher training is provided through the *SEN Support for Learning* modular training programme delivered by Glasgow and Strathclyde Universities. These courses are open to teachers who have responsibility for developing provision for children and young persons who have special educational needs and may lead to the award of post-graduate certificate or diploma. The education authority actively encourages teachers to undertake this award through the specific grant fund.

The education authority continues to develop a programme of training for Support for Learning Assistants, which is being delivered on a rolling programme on in-service days.

3.9 Early Intervention

- *Please refer to Early Intervention Policy*

4.0 Roles and Responsibilities of Staff

4.1 Head Teacher

The Head Teacher is responsible for organising an appropriate response to learning needs within the school. S/He undertakes a wide range of duties which include:

- encouraging the development of teaching methods which promote effective learning by all;
- ensuring that the progress of pupils is monitored, recorded and reported to parents/carers and others who have a right to know;
- formulating policies and procedures to guide the requisitioning, use and protection of all resources, including teaching materials, equipment and accommodation;
- consulting and communicating with parents about the affairs of the school and the progress of their children, in particular by arranging regular meetings between parents and teachers to assist such communications;

4.2 Support for Learning Co-ordinator

- promotes the staged intervention process and a whole school approach to support for learning;
- consults with others (eg class teachers, parents, pupils, other professionals);
- co-ordinates the identification and the progress of children in the staged intervention process;
- maintains the record keeping system;
- monitors the quality of provision;
- ensures the review process is implemented;

4.3 Teachers

Class teachers are responsible for educating all pupils in their class. Support and advice are made available to teachers eg Support for Learning Co-ordinator (SLC), education support services. Class teachers:

- respond to individual needs;
- use a range of assessment techniques and teaching strategies to support children;
- consult with the SLC, parents, pupils, other staff as required to ensure appropriate intervention for the child;
- establish next steps, as appropriate, to promote a child's development;
- review regularly the progress of children in liaison with parents, the SLC, pupils;

4.4 Support for Learning Assistants

Support for Learning assistants (SLA's) are employed to support the raising of attainment of all pupils. They always work under the supervision and direction of the class teacher.

SLA's are allocated to schools in line with the local authority's resource allocation process. SLA support may be provided on a full/part time basis and may be long/short term depending on the needs and circumstances. SLA support is an additional resource which can be allocated to a school to help it meet the needs of all pupils.

4.5 Classroom Assistants

Classroom Assistants are provided by the local authority to help raise attainment and work under the supervision and direction of the class teacher. Although classroom assistants do not have a teaching role, they can perform a number of duties in the classroom, some of which may involve supporting the learning needs of children.

5.0 Support to School

5.1 Support provided by the local authority support services

The local authority provides a range of education support services accessed through the Staged Intervention process e.g.

- Language and Communication Service
- Learning Support Service
- Social and Emotional Behaviour Support Service
- English as an Additional Language Service
- Sensory Service
- Psychological Service
- Social Work

Support provided by health support services

Health support services include

- Community Paediatricians
 - Physiotherapy
 - Speech and Language Therapy
 - Occupational Therapy
 - Audiology Services
 - School Health Services (medical and nursing)
 - Child and Adolescent Mental Health
- Please refer to *EDC Identifying, Assessing and Supporting Children and Young Persons with Additional Support Needs through Staged Intervention: Policy Document (section 5)*

6.0 Rights of parents/carers and children to be involved in the Staged Intervention Process

- Please refer to *EDC Identifying, Assessing and Supporting Children and Young Persons with Additional Support Needs through Staged Intervention: Policy Document (section 6)*

6.1 Parents

Parents/carers will be encouraged to and supported in playing an active role in their child's learning and any decisions being taken in their child's education in accordance with the Education (Additional Support for Learning) (Scotland) Act 2004. Under the *2004 Act* parents are responsible for making decisions for their children.

6.2 Pupils

Under the Education (Additional Support for Learning) (Scotland) Act 2004 the Education Service has some discretion relating to the duty to seek and take account of the views of children. In Killermont, pupils will be encouraged and supported to be actively involved in their learning eg assessing their learning needs, setting targets, developing support plans and *IEP's*, reviewing progress. Children will have an opportunity to have their views heard and valued.

7.0 Resources

Resources will be provided for children with additional support needs from within Killermont Primary or from out with the school eg Learning Support teacher may provide resources as and when appropriate and Health specialists may advise and provide specialist aids when required.

Additional resources and staff information resources are stored in the Support for Learning base.

8.0 Monitoring and Evaluating Arrangements of Support for Learning

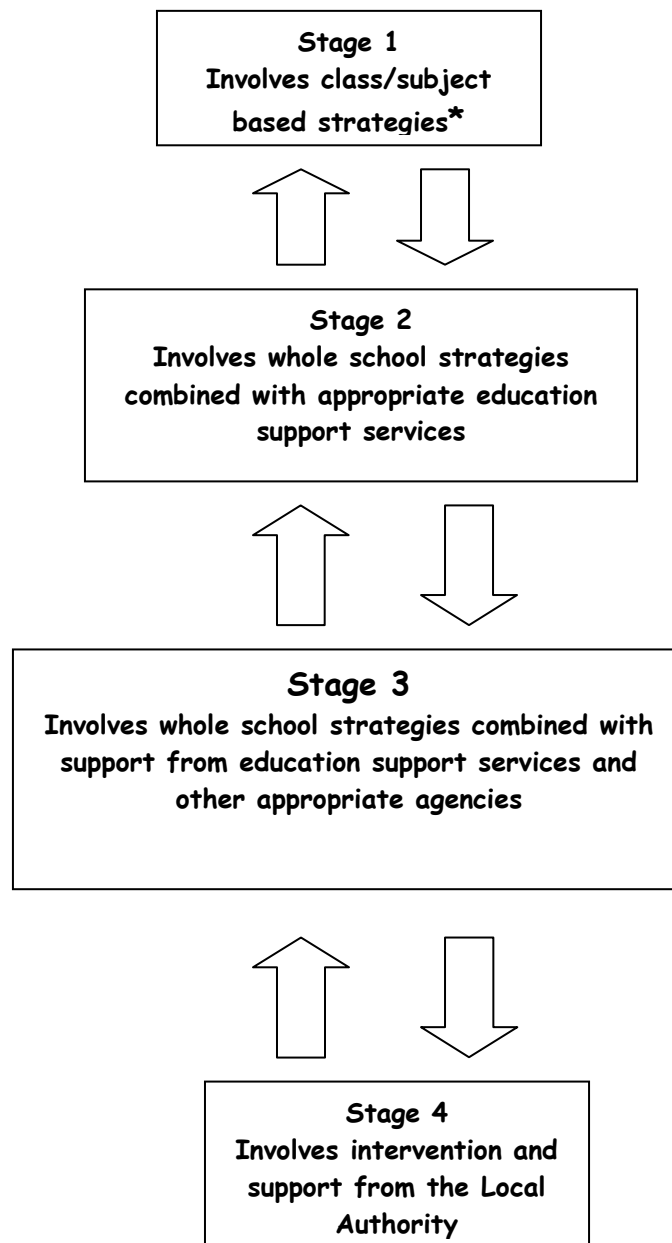
Self-evaluation of the quality of learning and teaching and support for pupils is the responsibility of all teaching staff and the senior management team. Quality indicators described in '*How Good is Our School 3*' will be used to evaluate the ongoing effectiveness of this policy within the school.

8.1 Monitoring and Evaluating Arrangements

This draft policy will be implemented, monitored and evaluated by school staff during session 2005-2006. A review of the draft policy will take place during session 2006-2007, when any necessary amendments will be made. The policy will be available for all interested parties outside the school office.

First draft: March 2006
First review: May 2008
Future review: Session 2010/11

Model of the Staged Intervention process in East Dunbartonshire Council



The staged intervention process allows for flexibility in order to meet the needs of the individual. Most individuals will enter the system at Stage 1. Individuals can also move backwards and forwards between Stages as appropriate.

***EAL requirements** - all teachers should ensure that the needs of every pupil for whom English is an Additional Language should be discussed/assessed jointly with the EAL service.

Killermont Primary - Staged Intervention



Stage 1: Record of Intervention - Primary

Pupil name _____

DoB _____ Class _____

Class teacher _____

Date _____ Session _____

Summary of difficulties/barriers being encountered by the child/young person

Actions taken by class/subject teacher

Additional support by class teacher		Differentiation	
Consultation with Support for Learning Co-ordinator		Discussion with parent / carer	
Other - please state			

Next steps

Review date:

Summary of review

Remain at Stage 1		Move to Stage 2	
Remove from staged intervention process		Other (please state)	

Copies of form should go to those involved in the above consultation.
A copy should be placed on the pupil's PPR.

**Killermont Primary - Staged Intervention
Stage 2: Individual Support Plan**



Pupil name:

DoB:

Class:

Class teacher:

Session:

Implementation date:

Review date:

Areas of Strength

Areas for Development

Targets & Proposed strategies

Responsibilities

Target 1

Success Criteria

-

Target 2

Success Criteria

-

Resources required

Signatures

_____	Pupil
_____	Class teacher
_____	In-school support
_____	Parent
_____	Education Support Services/ LST/SEBN/SENSORY/EALS/LCC

Comments at review (next steps in bold)

Date:

Remain at Stage 2		Move to Stage 3	
Remove from staged intervention process		Other (please state)	