

St Margaret's RC Primary



Additional Support for Learning Policy

June 2021

Section 1 - Additional Support Needs and Development of this Policy

A child or young person has additional support needs 'where, for whatever reason, the child or young person is, or is likely to be, unable, without provision of additional support, to benefit from the school education provided or to be provided for the child or young person'.

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

Additional Support Needs

The following quote defines the term additional support needs. It is taken from the code of Practice and emphasizes the wide range of factors which may give rise to additional support needs.

The Additional Support for Learning Act introduces a new 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 whom, 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 Care Experienced*
- *have a learning difficulty*
- *are living with parents/carers who are abusing substance*
- *are living with parents/carers who have mental health problems*
- *have English as an additional language*
- *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.

Aims of the Policy

- To ensure a consistent approach to supporting children with Additional Support Needs in St Margaret's RC Primary.
- To identify how we plan, co-ordinate, record and review additional support.
- To ensure effective implementation of Education (Additional Support for Learning) (Scotland) Act Revised 2010
- To reflect 'Getting it Right' principles

Monitoring & Evaluation

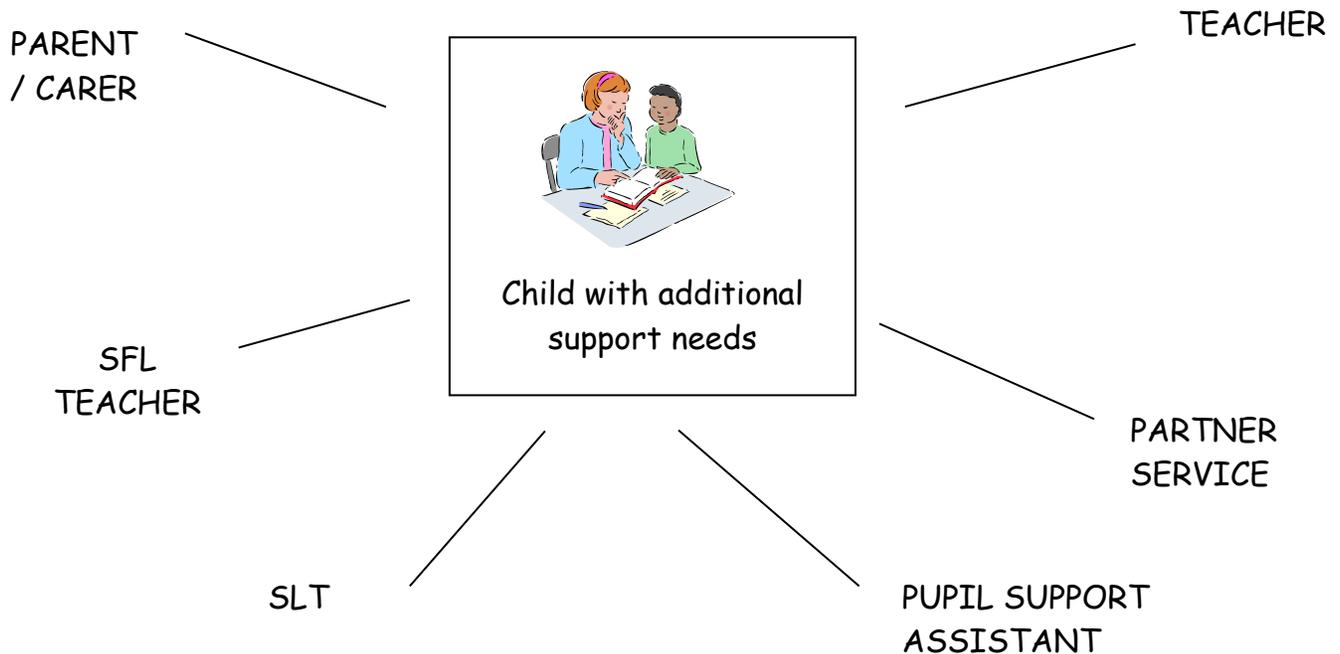
- This policy requires to be monitored & evaluated in school to ensure awareness of current practice and policy development. The policy will be regularly updated to reflect the holistic approach as embraced by the integrated Children & Families Department within the City of Edinburgh Council.



Section 2

Gathering Information and assess to identify Additional Support Needs

Various people have responsibility to identify a child with additional support needs these could be:



Before a child's additional support needs are identified it may be appropriate for some form of assessment to be undertaken such as:

- focused observation
- formative
- summative - national assessment, screening, eg SWST / NFER
- diagnostic
- assessment by partner services

* After identification and / or assessment the class teacher should ensure the child is then placed on the appropriate 'pathway of support'.

Section 3

The Framework of Support and Support Approaches

Pathways of support

The City of Edinburgh Guidelines 'In On the Act' outlines the Framework of Support in which CEC schools will operate in meeting additional support needs. The approach to support is illustrated through pathways as follows:

- Pathway 1: additional support provided within class
- Pathway 2: additional support provided within school
- Pathway 3: additional support provided within school with support from partner services and agencies
- Pathway 4: additional support provided through alternative provision from a partner Service (ASAP)
- Pathway 5: additional support provided through placement in a specialist setting

(See Appendix 1)

Additional Support for Learning Team

All staff have a responsibility to ensure individuals pupils work towards meeting their full potential. In St Margaret's, the Head Teacher and Support for Learning Teacher will co-ordinate support strategies for all children in school.

The school team is as follows:

- ASL team leader - Head Teacher
- Support for Learning teacher
- Pupil Support Assistants

The team meets on a regular basis.

- HT and SfL T meet formally once a month
- SfL T and class teachers meet every term or earlier if it is needed.
- HT/ SfL/ PSAs meet on the last Thursday of the month (Alternating focus business/ training)

Section 4: Roles and Responsibilities in Supporting Learning

Everyone has a role in supporting a child with additional support needs. These include:-

□ **Class Teacher**

- to provide appropriate differentiated learning & teaching experiences
- to manage and support Pupil Support Assistants
- to ensure all children with Additional Support Needs are appropriately supported in class and identified on the appropriate pathway (Appendix 1A/ Appendix 1B)
- to maintain class folder containing individual records for all pupils with additional support needs.

This folder should contain:

- ❖ class Additional Support for Learning overview (Appendix 2)
- ❖ individual file for each pupil
- ❖ relevant Strategies and Support Records / CPM Minutes/ IEPs
- ❖ minutes / contact/incident reports etc. (Appendix 3/ Appendix 4)

- to implement and maintain an overview of targets in individual planning documents
- to make referrals to Additional Support for Learning team as appropriate (Appendix 5/ Appendix 1B)
- to liaise and consult with parents, appropriate staff & partner support services and agencies
- consult with Additional Support for Learning team on creating appropriate plan for individual pupil

□ **ASL team leader - the Head Teacher**

- to overview additional support needs in the school
- to be responsible for co-ordinating school support
- co-ordinating regular whole team meetings
- ensure regular monitoring of ongoing and new referrals / plans
- liaise with others eg. partner support services and agencies regarding agreed action
- to support staff in ensuring ongoing Additional Support Needs records are maintained
- enable liaison with appropriate staff and partner support services and agencies
- to disseminate current legislation
- plan strategy to liaise with parents (see guide for Parents - Appendix 6)

□ **Pupil Support Assistants**

- to be fully aware of appropriate strategies for relevant children in their care.
- to consistently implement the agreed appropriate strategies
- to liaise with appropriate staff & partner support services and agencies.
- to consult with Additional Support for Learning team on individual programmes / IEPs for individual pupils.

□ **Parents/Carers**

- to share all relevant information and to engage in their child's Additional Support Needs effective partnerships and liaison with school / partner support services and agencies to ensure clear understanding of the child's additional needs eg attend parent meetings, reviews and CPMs.
- to be fully aware of agreed appropriate strategies for their child.
- to consistently implement agreed appropriate strategies



□ **Pupils**

- to engage with staff and partner support services and agencies to discuss additional support and target strategies (age / ability appropriate)
- to be aware of agreed targets set
- to strive to achieve their set targets

□ **Support for Learning teacher**

Our Support for Learning Teacher has 5 main roles in supporting staff, parents and pupils regarding additional support needs

1. Direct Teaching and Co-operative Teaching
2. Assessment
3. Consultancy
4. Staff Development
5. Collaborative Working - Getting it Right

The balance of the five roles will reflect the pattern of needs of pupils and the expertise of the staff involved, which may change from year to year. The five roles are inter-related and complementary.

1. Direct teaching and co-operative teaching

The SfL teacher works cooperatively with class teachers and PSAs to ensure each child reaches his or her potential.

The general aims of co-operative teaching are to:

- Plan and evaluate, in collaboration with class teachers
- Teach in co-operation with class teachers e.g. to develop spelling practice/ pupil spelling strategies
- Work with a group of children from the class e.g. to develop vocabulary knowledge

Direct teaching - the SfL teacher may undertake the following:

- teach in class / groups / individuals
- teach in the SfL base/ out with the classroom e.g. RWInc
- teach specific skills e.g. Mind Mapping group
- teach intensive programmes to attain specific outcomes
- short-term support e.g. children who have missed school

2. Assessment

The SfL teacher uses a wide range of assessment information to identify and meet the additional support needs of all pupils. She assesses and collates information on individual pupils for further investigation. e.g. Standardised reading and spelling assessments, assessment of literacy difficulties/ dyslexia

3. Consultancy

The particular skills and knowledge of the Support for Learning Teacher are a specialist resource for all staff. Consultation between class teachers and the SfL teacher is a process of sharing and working together as joint partners. Time is given to enable staff to collaborate with the SfL teacher to set targets, share ideas, strategies and resources, and discuss assessment. The SfL teacher contributes to decisions on:

- Differentiation within Curriculum for Excellence, to include pupils with Additional Support Needs within the national guidelines
- Prioritisation of groups or individual pupils for support
- Effective use of PSAs
- Suitable resources, approaches & learning environments methods to support effective learning
- Identification and assessment of pupils experiencing difficulties
- Annual Additional Support Needs audit

- Concerns raised through school contact forms, Welfare Concern forms and SfL referrals
- Post assessment meetings with parents and class teachers to discuss results and appropriate interventions.
- SfL teacher also consults with parents/ carers and partner services and agencies as needs arise throughout the school session.

4. Staff Development

The SfL teacher contributes to staff development by:

- Sharing insight and experience
- Leading discussion groups on SfL issues
- Identifying and leading CPD training opportunities for all staff
- Participating in curricular and policy planning and developments
- Offering guidance on materials, equipment and approaches
- Disseminating information from seminars and courses attended in CAT time
- Timetabling, organising, training, liaising with and supporting Pupil Support Assistants to undertake programmes of work and effective classroom support for pupils with additional support needs

5. Collaborative Working - Getting it Right

Working alongside SMT and class teachers, the SfL teacher works closely with a wide range of Partnership Services and Agencies to meet the needs of all pupils.

The SfL teacher, in collaboration with the class teacher, parent/ carers, the pupil and any relevant outside agencies or specialists, supports in assessment and review of additional support needs, and writes and reviews -

- Child's Plans
- Strategy Sheets
- Individualised Educational Programmes (IEPs)
- Co-ordinated Support Plan (CSP)

'Getting it right for every child in Edinburgh'

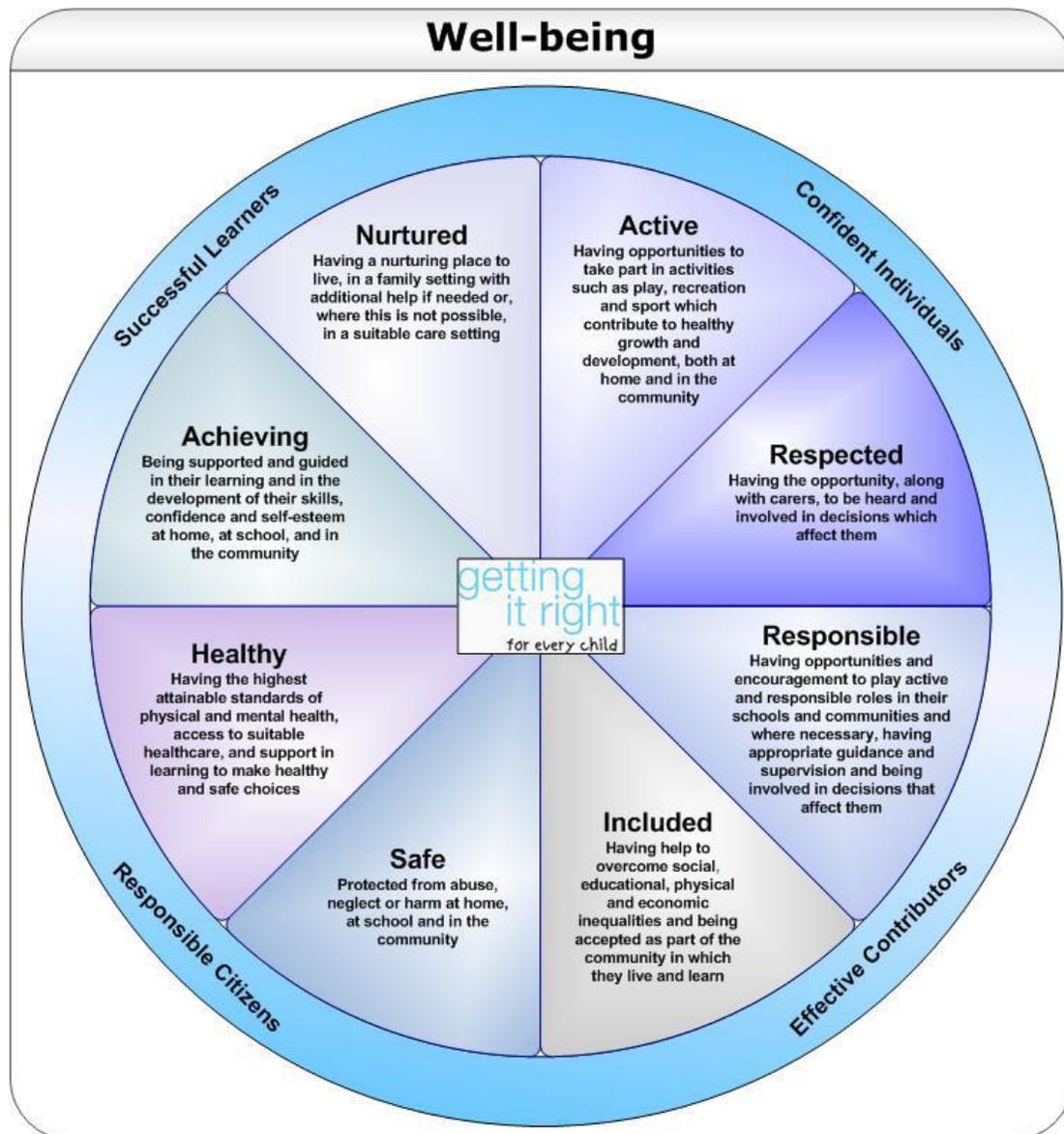
'Getting it right for every child in Edinburgh threads through all existing policy, practice, strategy and legislation affecting children, young people and families. The purpose of *Getting it right for every child in Edinburgh* is to support a common coordinated approach across all agencies. This is to enable the delivery of appropriate, proportionate and timely help to any child or young person, as and when they need it.'

(CEC Guidance on the Education (Additional Support for Learning) (Scotland) In on the Act 2009.

Section 5

Planning to meet individual needs at St Margaret's

In St Margaret's RC PS, we will support individual pupils using the most appropriate level of planning to meet the specific needs of the child applying the principles of 'Getting it right.'



Child Planning Meetings will be recorded using the 'Getting it right' toolkit and will also make reference to the 'Team around the cluster'

Incident and Contact sheets are used to develop an overview of a child's needs.

Planning will include:-

- Forward plans (e.g. class teacher, Support for Learning and EAL etc)
- Pupil Support Assistant programmes of work
- Strategies and Supports Records
- Individualised Education Programmes
- Coordinated Support Plan

Additional Support Plan - Child Planning Meeting Minutes / Strategies and Supports Record

As a school we have replaced additional support plans (ASPs) outlining the nature of the pupil's additional support needs, the factors affecting learning, the suggested approaches to be used and the learning outcomes to be achieved with Child Planning Meetings and Minutes (Appendix 7) and where appropriate, Strategies and Supports Records. (Appendix 8)

In terms of identifying a pupil for whom additional support would be appropriate the following considerations are taken into account:

- Pupil is known to school ASN team
- Pupil may have/ had support for learning
- Pupil may have / had support from learning assistant
- Pupil may have / had input from partnership agencies
- Pupil requires a range and number of support approaches

Child Planning targets will be reviewed regularly to reflect any changes in support. All Child Planning targets will be reviewed and an additional meeting will take place before transition to high school.

The Support for Learning Teacher will keep a whole school list of pupils with additional support needs and Child Planning targets and will have an overview of this process.

Individualised Educational Programmes

An IEP is a non-statutory document used to plan for pupils who require individualised learning targets in Literacy, Numeracy and Health and Wellbeing. An IEP contains the targets to be achieved by the child. Where appropriate, information from a supporting learning profile or health care plan can inform and complement the targets and information in the IEP. In the cluster we use Seemis to support the creation of our IEPs.

Child friendly IEPs are also produced to ensure pupils understand their learning targets and are fully supported to work towards and achieve them.

An IEP calendar has been drawn up to support implementation of the IEP process. (Appendix 9)

Coordinated Support Plans

The Coordinated Support Plan (CSP) is a statutory document that supports the planning, monitoring and review of provision for a small number of children who have additional support needs

A CSP is required where a pupil's school education requires significant additional support from more than one agency on a long term basis.

In St Margaret's, the criteria used to identify pupils for whom a CSP would be required as per the ASL act 2009 are given below.

- The education authority is responsible for the pupil's school education
- The pupil has additional support needs which arise from one or more complex factors or from multiple factors
- These needs are likely to continue for more than a year
- The pupil requires significant additional support from the education authority in order to benefit from school education
- The pupil's school education also requires significant additional support from the education authority exercising any of their other functions eg social work, health, voluntary organisations

GIRFEC

In on the Act Pathways to Support

Who and How?

Complex / Intensive / Acute

Pathway 5
Additional support provided through placement in a specialist setting

ASL Team and partner services and agencies gather evidence to identify needs, take action, record and review progress of Child's Plan Named Person and Lead Professional aware



Pathway 4
Additional support provided through alternative provision from a partner service

ASL Team and partner services and agencies gather evidence to identify needs, take action, record and review progress of Child's Plan Named Person and Lead Professional aware



Pathway 3
Additional support provided within school with support from partner services and agencies

ASL Team and partner services and agencies gather evidence to identify needs, take action, record and review progress. Named Person and lead Professional aware



Additional / Complex

Pathway 2
Additional support provided within school

ASL Team gather evidence to identify needs, take action, record and review progress. Named Person aware



Additional

Pathway 1
Additional support provided within class

Class team:- gather evidence to identify needs, take action, record and review progress



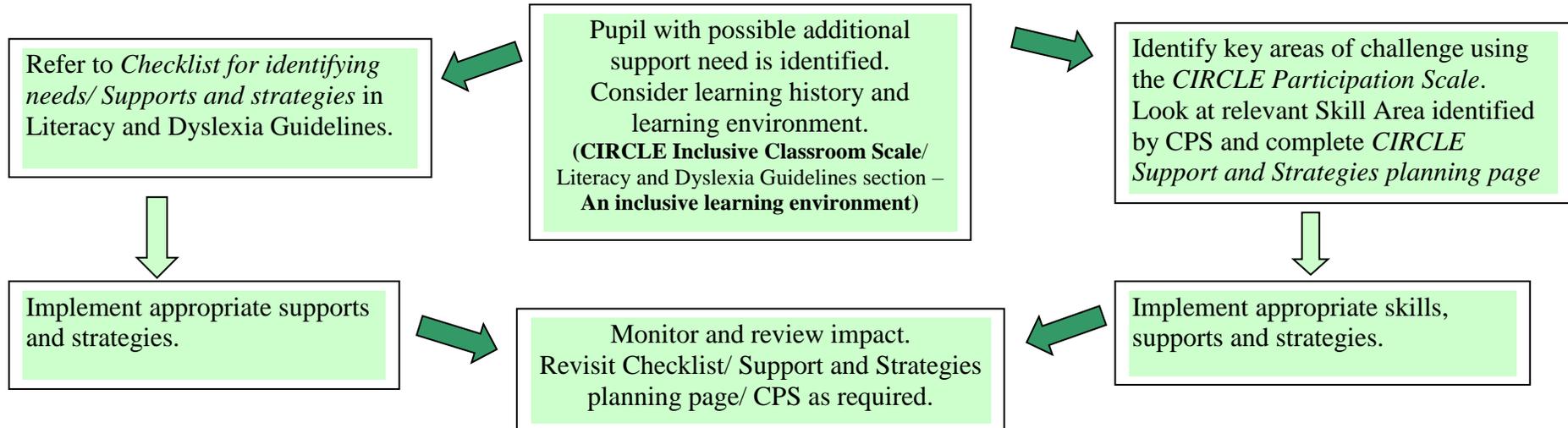
Core/ Universal



Pathways of Support Overview - St.Margaret's RC Primary School

Appendix 1B

● Pathway 1-needs met within class



● Pathway 2-needs met within school

If difficulties persist, refer pupil to Support for Learning Team and discuss with parents/carers. Review/ develop Pathway 1 supports and strategies. SfL team begin Pathway 2 assessment **or** contact partner services for advice, if appropriate. Report back to class teacher and parent/ carers. If appropriate, provide intervention/ direct teaching.

● Pathway 3- needs met within support from external services

If involvement from Partner Services or Agencies is required within school, a referral should be submitted to ASAP (Additional Support Access Point) or directly to NHS partners. Individual plans may be drawn up with partnership services.

● Pathway 4- needs met through alternative provision

Additional support may be required through alternative provision from Partner Services and Agencies at a specialist setting.

Additional Support Learning Overview

Class _____ **Date** _____

Known As	Surname	Year/Stage	Reg. Class	ASN
		P2	P2/3	IEP
		P2	P2/3	
		P2	P2/3	
		P2	P2/3	ASD IEP
		P2	P2/3	Literacy difficulties
		P2	P2/3	
		P2	P2/3	
		P2	P2/3	EAL/ Literacy difficulties
		P2	P2/3	
		P2	P2/3	ASD IEP
		P2	P2/3	



St Margaret's RC Primary: Contact Record

Appendix 3

Name of pupil and class		Note for teacher	Please file this report in your class folder and give a copy to HT	
Staff		Note for HT	Please file in PPR	
		Note to office	Please copy one for each pupils PPR	
date		Method of contact	Telephone	Meeting
			other	

REASON FOR CONTACT

<input type="checkbox"/>	Concern over progress	<input type="checkbox"/>	Incident
<input type="checkbox"/>	Family/Personal	<input type="checkbox"/>	Other
<input type="checkbox"/>	Medical	<input type="checkbox"/>	

DETAILS

Large empty box for recording details of the contact.

ACTION

Large empty box for recording actions to be taken.

Follow up contact to be organised week starting

Signed _____ Date _____



St Margaret's RC Primary: Incident Record

Appendix 4

Pupils involved	Class	Staff	Parents notified
			Call
			Email/TEAMS
			Meeting
			Other

INCIDENT NUMBER

1	2	3	4	Other
---	---	---	---	-------

WHEN DID THE INCIDENT OCCUR?

<input type="checkbox"/> Before school	<input type="checkbox"/> During class	<input type="checkbox"/> Lunch break	<input type="checkbox"/> After school
<input type="checkbox"/> Between class	<input type="checkbox"/> Morning break		<input type="checkbox"/> Other

WHERE DID THE INCIDENT OCCUR?

<input type="checkbox"/> Classroom	<input type="checkbox"/> Toilets	<input type="checkbox"/> Open area	<input type="checkbox"/> Lunch Hall
<input type="checkbox"/> Playground	<input type="checkbox"/> PE hall	<input type="checkbox"/> Studio	

INCIDENT DETAILS

INCIDENT	DETAILS
Protected characteristic linked?	
-Disability	
-Race	
-Sex	
-Pregnancy / maternity	
-Religion/belief	
-Sexual orientation	
-Gender reassignment	
Behaviour:	
-Hitting, kicking, tripping	
-Ignoring, leaving out or spreading rumours	
-Taking or damaging possessions	
-Sending an abusive text, email, instant messaging or posting an abusive comment on a social networking site (online or cyber bullying)	
-Targeting someone for who they are or who they are perceived to be	
-Not telling the truth	
-Spitting	
-Not following adult direction	
-Not taking care of equipment/ graffiti	

*******Please turn over and give a brief report (bullets)*******

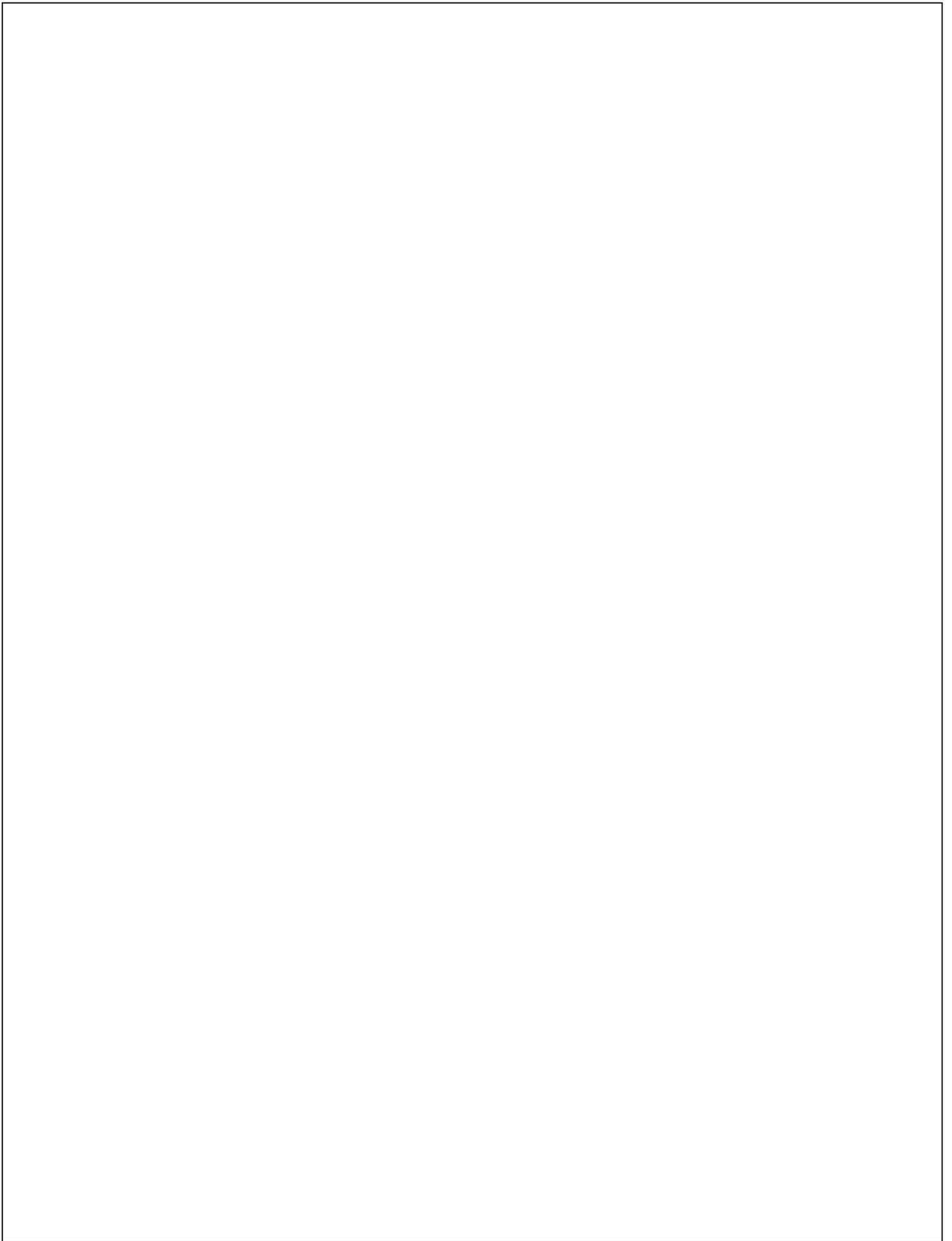
FURTHER INFORMATION ON THE INCIDENT (Who did you speak to? How did you follow this up?)
Please bullet point to provide a chronology)

ACTION

<input type="checkbox"/>	Restorative conversation	<input type="checkbox"/>	Social skills exercise
<input type="checkbox"/>	Verbal apology	<input type="checkbox"/>	Apology letter
<input type="checkbox"/>	Other	<input type="checkbox"/>	

Copies to:	<input type="checkbox"/>	Class Teacher	<input type="checkbox"/>	Head Teacher
	<input type="checkbox"/>	PPR	<input type="checkbox"/>	Other

Signed: _____ **Date:** _____





**St. Margaret's RC Primary
ASL Team Referral**

Appendix 5

**Please initially discuss with HT at planning overview meeting.
Discuss with SfL T if required. Complete this form and give to SfL.**

Name of child	Class	Name of referrer	Date

Note strengths and motivations. Highlight areas of concern that apply and comment on main concerns.

	Strengths and motivations of the child
Concerns	Comments
Safe	
Healthy	
Achieving	
Nurtured	
Active	
Respected	
Responsible	
Included	

**Please attach a copy of Circle Participation Scale/ Support and Strategies planning page and/or Checklist for identifying needs/ Supports and strategies in Literacy and Dyslexia Guidelines. indicating strategies implemented to date.*

Anticipated outcome of referral	
Has there been discussion with parent/carer about this referral?	Yes No
ASL Team Action	
Date	

Enquire: The Scottish Advice Service for Additional Support for Learning

Enquire offers free, independent, confidential advice and information on additional support for learning through:

- A telephone helpline - 0345 123 2303
- An email enquiry service - info@enquire.org.uk
- An online enquiry service
- Two websites - www.enquire.org.uk (for parents, carers and practitioners) and www.enquire.org.uk/yp (for children and young people)

Enquire also provides a range of accurate, clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school

Mindroom

Mindroom is a charity whose team of Family Advice and Outreach Specialists listen to the difficulties families are experiencing and offer support to work through these challenges.

You can contact them through:

- A telephone helpline: 0131 370 6730
- An email enquiry service: directhelp@mindroom.org
- Website: www.mindroom.org

Child Planning Meeting Minutes/ Plan

Appendix 7

Child's/Young Person's Plan and Minute of Meeting

Getting it right
for every child in Edinburgh

Child's/ Young Person's Name	D.O.B	Children and Families Centre/ Nursery/School currently attending (if appropriate)
		St. Margaret's Primary

Details of Child's/ Young Person's Planning Meeting

Date of Meeting:

Who was at the meeting?

Click	Name	E-Mail Address	Telephone Number	Job Title/Relationship to Child/Young Person	Click
Add row above					Remove Row
Add row					

Everyone's Views

Strengths	
Concerns	
Current Strategies	
Desired Outcomes / Goals	

Action Plan

Click	No	Date	Desired Outcomes/ Goals	Possible Solutions/ Actions	Who?	By when?	Evaluation/Comment	Click
Add row above								Remove Row
Add row								

Review Meeting Details

Date of Next Meeting	Time	Venue
		St Margaret's RC Primary

Contacts

Lead Professional	Named Person

Completed by	Job title	Date

Child/ young person name:

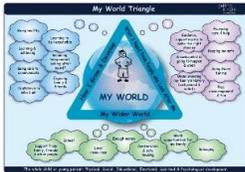
Date:

v 1.1 Mar 2011

Completed by:

Job title:

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St Margaret's RC Primary School Strategies and Supports Record



(Supported by CIRCLE Document / Literacy/Dyslexia Guidelines)

Name of Child	Class	Date of Birth	Start date

<p>Profile:</p> <p style="color: blue;">Strengths/ curricular achievements</p> <p style="color: blue;">Info from any Partner Services/ Agency involvement</p> <p style="color: blue;">Pertinent assessment information (can be attached)</p>

<p>Factors giving rise to Additional Support Needs</p> <ul style="list-style-type: none"> • .

Impact on learning	Date
<p>(See below or attached 'Summary of concerns for CPS' or Literacy/Dyslexia Checklist or Assessment of Need)</p> <ul style="list-style-type: none"> • . 	

<p>Strategies and Supports (specific to this learner) (Within class - Pathway 1/ Within school: Pathway 2) (See below or attached 'CPS - Skills, Supports and Strategies' or Literacy/Dyslexia Checklist)</p>		
Date		Evaluation/ Next steps/ Comments
	<p>Within class:</p> <p>Within school:</p> <p>From other agencies: (Pathway 3)</p>	<p>Make notes here or attach 'CPS - Skills, Supports and Strategies sheet - Outcome/ Next Steps" or Literacy/ Dyslexia Checklist</p> <p>Add/ attach if appropriate:</p> <ul style="list-style-type: none"> • child's comments • Assessment of Need • CPM minutes

Parent/ Carer and Learner Views	Date shared

Date:

Completed by:

Next Review date:

Checklist: Does the information above answer the following questions?

- What is getting in the way of this child's wellbeing?
- Do I have all the information I need to help this child? (If not, what other information do I need?)
- What can I do in class (Pathway 1) to support this child?
- What can we do in school (Pathway 2) to support this child?
- Is any additional help required? If so, which Partner Services/ Agencies should we refer to?

Individualised Educational Programmes (IEP) Calendar

Appendix 9

Term 1

- **Plan new Short Term Targets (STTs)**
 - New class teacher/ PSA / SfL August/
September
- **Laminate pupils friendly Long Term Targets (LTTs) for use in class/ with PSA/ at home**
Share/ discuss LTTs and STTs with pupil (as appropriate) August/
 - Sfl T /PSA
September
- **IEP STT Review:** Share new STTs and progress towards them at Parents Consultation Meeting (Extra time + follow up with Sfl T if required)
 - CT/ Sfl T/ Parent/Carers October

Term 2

- **Assess IEP STTs**
 - Current class teacher / PSA December
- **Complete CPM Agenda and Child's View paperwork for STT**
 - Current class teacher / PSA December
- **IEP CPM: Evaluate STT and plan new STTs**
 - Current class teacher; PSA; Sfl T; Parent/Carers; Pupil (as appropriate)/ Partner Services/Agencies December
- Sfl T send home STTs to parents/carers December

Term 3

- **IEP STT Review:** Share progress towards new STTs at Parents Consultation Meeting. (Extra time + follow up with Sfl T if required)
 - CT/ Sfl T/ Parent/Carers February
- **Plan new STTs**
 - Class teacher/ PSA / Sfl T March /
April
- **Share STT with Parents/ Carers**
 - Sfl T send home March/
April

Term 4

- **Assess IEP STTs & LTTs**
 - Current class teacher / PSA/ SfL May

- **Complete CPM Agenda and Child's View paperwork**
 - Current class teacher / PSA May/June

- **IEP CPM: Review IEP STTs & LTTs and draw up New LTTs for next session**
 - Current class teacher; PSA; SfL T; Parent/Carers; Pupil (as appropriate)/ Partner Services/Agencies May/June

- **Record of LTTs attained and new LTTs sent home**
 - SfL T May/June

- **Handover meeting: Share LTTs and possible strategies etc for STTs**
 - Current class teacher/ new class teacher/ (PSA) / (SfL) June

(SEEMIS: Archive: May/ June > New Draft: May/ June > Current: October)