



Thomas Muir Primary School

Support for Learning Policy



Rationale

Our Support for Learning and Wellbeing Policy reflects East Dunbartonshire Council's **Including Every Learner** Policy (2018). The guiding principles of this policy are:

Presumption of mainstream for all of our children and young people, achieved through early identification of barriers to learning and a collaborative approach to planning and delivering universal and targeted support.

Effective processes for assessment are established to help us understand the needs of learners and to gather appropriate evidence.

Decision making involves children and parents/carers to ensure that their views are heard and recorded.

Increasing the capacity of staff to meet the needs of a broad range of learners at all levels of the continuum of learning support through professional learning.

Equity of access to Curriculum for Excellence through planned modifications and adaptations within the environment, curriculum, process of learning and how learners demonstrate the product of their learning.

Ethos of inclusion is established through the school's vision, values and aims, positive and supportive relationships and nurturing approaches.

Legislative and Policy Framework

The Support for Learning and Wellbeing Policy reflects the requirements of key legislation and national policy and practice guidance, specifically:

The Additional Support for Learning (Scotland) Act 2004 (and the 2009 amendments). This legislation sets out the classifications of additional support needs and the responsibilities of local authorities to provide appropriate provision to meet these needs;

Standards in Scotland's Schools etc. Act 2000. This act sets out the importance of the presumption of mainstream education for all learners;

The Children and Young People (Scotland) Act 2014. This emphasises local integrated service planning for learners and delivery of services that makes best use of existing resources in a manner that incorporates the Getting it Right for Every Child approach - promoting intervention that is proportionate, appropriate and timely; and



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The National Improvement Framework. This policy guidance promotes key drivers in educational targets and outcomes for learners: Improvement in attainment, particularly in literacy and numeracy; closing the attainment gap between the most and least disadvantaged; Improvement in health and wellbeing; and Improvement in employability skills and sustained, positive school-leaver destinations for all.

Scope of the policy

This policy will outline the continuum of provision for children in Thomas Muir Primary School who require support for learning. It will explain how additional support needs are identified and addressed through universal support, universal plus targeted support and universal plus multi agency support. It will reinforce the importance of getting the curriculum right for all learners.

Aims of the policy

This policy will ensure that:

- The school fulfils its statutory duties in relation to meeting the needs of all learners;
- The school implements East Dunbartonshire Council's *Including Every Learner policy*;
- Procedures are in place to identify barriers to learning and wellbeing as early as possible;
- Mechanisms are in place to plan and implement approaches and interventions to meet identified needs;
- Systems are in place to promote partnership with parents/carers, education partners and other agencies;
- Roles and responsibilities are clear.



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Early identification of barriers to learning and wellbeing

Any child who requires additional support with an aspect of their learning or wellbeing is highlighted to link members of the leadership team by class teachers. Support for learning needs can be identified and discussed with link members of the senior leadership team at any time, as well as through termly tracking meetings to monitor progress in learning and wider wellbeing.

Universal Support - Getting the curriculum right through differentiation

It is important to differentiate the curriculum to meet the needs of all learners, including more able learners who require additional challenge. There are four contexts for differentiation. These are **environment, curriculum, process and product**. These contexts can be modified using a range of approaches to ensure that children can access learning and demonstrate their learning. Children may require one or more modifications at any given time.

Learning and teaching can be differentiated in four ways:

Learning Environment: modifying learning spaces to suit the needs of individuals and groups;

Curriculum Content: ensuring that the curriculum is presented and broken down to make it accessible for all;

Process: creative and bespoke approaches to how children learn; and

Product: flexible and creative opportunities for children to demonstrate their learning in a variety of ways.

'Differentiation involves adapting learning, teaching and assessment to meet the learning needs of individual children. It is not a single approach but includes a number of elements, for example modifying content, processes and products, or the wider learning environment. It is an integral part of learning and teaching.'

Education Scotland Knowledge Into Action, 2015



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Learning needs/gaps are identified in Thomas Muir through observation, daily assessment of progress using assessment for learning strategies, periodic (termly) assessments in reading, Writing, Listening & Talking and Numeracy, diagnostic assessments and Scottish National Standardised Assessments in P1, P4 and P7. Pupil progress is tracked and monitored. If barriers or gaps emerge for an individual child or a group, this is addressed through a Universal Support Plan. This plan identifies what modifications will be put in place to support learners to overcome barriers and to close any gaps in their progress and achievement. Universal Support Plans are created alongside plans for targeted interventions, known as 5 Day Reading and Numeracy programmes. These provide a more detailed breakdown of identified gaps, resources, approaches and who will support learners. Children's views are gathered through questionnaires and included in the Universal Support Plan.

Wellbeing assessment

At this stage information from the Wellbeing Assessment (SHANARRI) is used to create a Wellbeing Plan. TAC meetings are arranged and multi agency professionals are included as required.

Pupil Support Groups (PSG)

Membership of Pupil Support Group – ASN Co-ordinator, Link Educational Psychologist, Education Support Teacher, Head Teacher and other participants including The PT of Pupil Support from Bishopbriggs Academy.

The Pupil Support Group (PSG) discusses children with known barriers to learning and new referrals to seek consultation and advice on how the learner is progressing within the curriculum. There is a focus on strategies already in place to support the learner through differentiation of the curriculum. This involves details about modifications to the learning environment and adaptations to the curriculum (specified in terms of course content, pace of learning or the final learning outcome) to remove barriers to learning.

Discussion at the PSG may lead to referral to another agency and the completion of a target based Action Plan and SHANARRI assessment or consideration of a Co-ordinated Support Plan. There may also be consideration of a referral to specialist provision (Tier 2 & 3 provision) and this would require a Collaborative Assessment Report to be created and associated paperwork is put forward to the Locality Liaison Group (LLG) for consideration.



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There will be 5 PSG meetings each session some may be themed and appropriate agencies may be invited to attend.

Team Around the Child (TAC) meetings

Parents/carers and children are central to the decision making process. Regular TAC meetings take place which involve parents/carers and professionals. This ensures a regular review, assessment and monitoring of progress to safeguard a proportionate and effective approach to additional support planning.

At all stages transition, collaboration and communication are key to successful progress. Those who require support are identified at the earliest possible stage and a rigorous process of assessment and planning ensures that each receives maximum opportunities to access the curriculum and receive appropriate support to progress in his or her educational career.

Short notice TAC meetings can be arranged to review significant changes and to plan collaboratively for modifications that require to be put in place to support the child or young person.

Referral to external agencies

The Team Around the Child may request support and advice from other agencies. These agencies include; CAMHS, Wellbeing Support, Visual Impairment, Hearing Impairment, Enhanced Learning Resources, Microtechnology and Supporting Families.

Deciding to Establish a Child's Plan or CSP

Child's Plan

If a child is assessed as having a wellbeing need relating to one of the wellbeing indicators and requires further support necessary to meet that learning need then a Child's Plan is required.

The TAC must also consider the need for a CSP or LAC Plan.

Children as Partners

The United Nations Convention on the Rights of the Child and the Children Scotland Act (1995) provide recognised standards for children's rights. This includes the key principle that the views of children should be considered when decisions are being made on their behalf.



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Children and young people have a right to:

- Be heard and have their views considered
- Participate in the setting of personal targets
- Take responsibility for their own targets
- Participate in the review process
- Understand the language used in discussions affecting them

This may be addressed through participation in Personal Learning Planning and attendance at Review meetings, or an involvement beforehand (e.g. discussion with DHT) the results from which are shared during the review meeting.

Parents/Carers as partners

Children can be supported through effective partnership working between home, school and external agencies. Parents and carers have a right and responsibility to:

- Participate in assessment and review of their children's additional support needs.
- Be advised that they can have representation.

- Pass on to school any relevant information from other agencies e.g. doctor's report.
- Suggest ways that may be effective in developing approaches to learning and teaching for their child.
- Reinforce new skills and learning at home (and in the community).
- Support school activities and policies.
- Offer advice and support to other parents of pupils in the school eg parent networks.
- Share in and contribute to practice through parent information sessions, focus groups etc where they are comfortable to do so.

The Additional Support for Learning Act (Scotland) 2009 provides further information including entitlement to mediation where this is required.



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Consultation arrangements

Effective consultation is an essential component to ensure effective partnerships when supporting children. Adequate opportunity for consultation should be scheduled into the support framework and must be reviewed regularly.

Children should:

- Be given opportunities to discuss their learning with adults.
- Have their opinions sought as early as possible in any process.
- Be involved in decision making.
- Be consulted using a variety of methods, including talking mats.

Parents/carers should:

- Be consulted about changes in policy/practice which may affect the provision for their child.
- Be kept fully informed about the levels and type of support their child receives.
- Be invited to participate in planning and review meetings.
- Be given opportunities to approach the school concerning their child's support for learning needs.

Our school will:

- Provide opportunities for appropriate consultation in all matters concerning support for children.
- Organise multi-disciplinary team meeting and reviews.
- Provide feedback to all involved.

Responsibilities

The Headteacher has overall responsibility strategic responsibility for the Support for Learning and Wellbeing policy.

Depute Headteachers

The role of the DHT is to:

Undertake the above responsibilities in partnership with the Head Teacher.



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To be responsible for their link year groups to do the following:

- Maintain plans and notes of all meetings
 - Timetable support and discussions with staff, taking formal action notes
 - Monitor the teaching and learning process
 - Liaise with external agencies, including the link Educational Psychologist
 - Manage co-ordination of support staff
 - Direct support of staff and for creating opportunities for professional development
- The DHT is a trained Autism adviser

Class Teacher

The role of the class teacher is to:

- Create Universal and targeted support plans, along with 5 day intervention programmes for groups and individuals
- Plan, assess and evaluate the range of learning needs within their class in consultation with the SLT
- Participate in Team Around the Child meetings as required
- Participate in and contribute to professional learning
- Consult with parents and pupils through reviews and teacher/parent meetings when required
- Report on progress and achievement

Education Support Teacher 0.5FTE

The Education Support Teacher will collaborate with staff to assess children, identify support strategies and resources and plan targeted interventions.

Support Staff

Support staff will support the wellbeing and learning of children and young people, as directed by the senior leadership team and class teachers. Support staff will be allocated and timetabled on a needs basis.

Link Educational Psychologist

The role of the Educational Psychologist is to:



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- Consult with schools, parents and external agencies on support for learning issues for children.
- Consult with schools on planning support for learning in the school.
- Liaise with schools, parents and agencies who seek advice.
- Contribute to the planning process for children with additional support needs.
- Assess children as appropriate and report finding as part of a multi-disciplinary team.
- Work directly with children, parents and families as appropriate.
- Contribute to the statutory recording process.
- Participate in and provide relevant staff development as appropriate.

Parents/Carers

Parents who have any concerns regarding the wellbeing of their child should contact the class teacher in the first instance via the school office or contact their link senior leadership team member.

Universal Support

This involves simple adaptations to the environment to reduce any barriers to learning. For example, a learner may be offered access to small group work or a sensory area to support specific learning needs. Universal support plans must be in place for children identified as being at risk of not achieving. Universal support plans for these children must be accompanied by planning for 5 day interventions in Literacy or Numeracy.

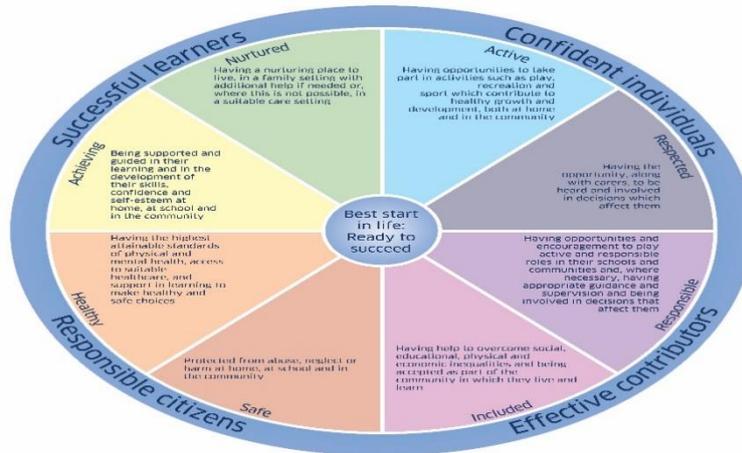


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Some learners need additional support and centre staff conduct a more detailed SHANARRI (safe, healthy, achieving, nurtured, active, respected, responsible and included) or wellbeing assessment. This level is termed **Universal support plus targeted support** – in this case staff produce an Action Plan which contains succinct, individualised and time limited targets that specify work to be done both by centre staff and any other supports from professionals within the education department, such as the Educational Psychologist or ELR Outreach worker.



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WELLBEING
ASSESSMENT and TA

Transitions

In order to maintain continuity or support for all children, it is essential that there are clear procedures for transferring information at appropriate times. Class Teachers complete transition booklets at the end of each school session. Children and young people are supported with enhanced transitions from stage to stage and from primary to secondary.