



St Machan's Primary



Support for Learning Policy

Rationale

There are a number of reasons why children at different times in their school life may require additional support for their learning. Barriers to a child's learning can sometimes be short term in nature or may be due to more long term difficulties. As educators we have a duty to cater for the individual needs of each child in our care and so a comprehensive policy for supporting the learning of our children is essential.

Aims

The aim of our support for learning programme in the school is

- To provide an appropriate curriculum for every child in order that they can achieve their full potential
- To ensure that there is a consistent approach to the way in which support needs of pupils are identified and met within the school
- To work with parents and partner agencies in order to ensure the best interests of each child are met

Functionality

In order to make provision for the additional support needs of a child, the need first of all has to be identified. In the majority of cases, identification of the children who require this additional support lies with the class teacher. A teacher may recognise that a child is more able or gifted and requires to be challenged in a unique way to the rest of the class. Alternatively a teacher may see that a child has barriers to effective learning which may be caused by a social, emotional, behavioural or physical difficulty.

It is the responsibility of the class teacher to coordinate the teaching and learning of all children in his/her class. He or she will liaise closely with the Support for Learning Co-ordinator (DHT) within the school in determining if an Additional Support Plan is required for a child. Parents are informed if this is the case and any additional support plan is shared with parents who can change or comment on the plan.

Staged Intervention

Staged Intervention is a process used to identify, assess and support the learning needs of children and has the following structure -

Stage 1 - Class / Group Based Strategies

In line with the authority policy, P1 children requiring additional consideration will normally be met through pupil profiling. The DHT meets with class teachers at the beginning of term to discuss each pupil and any needs which a child has is discussed at this stage.

Stage 2 - Whole Establishment Strategies

At this stage a child needing support is identified and support is planned for. Various strategies and interventions are applied and the impact of these strategies is monitored. A well being assessment is carried out and the child's views are sought.

Stage 3 - Whole Establishment and Other Agencies

At a Pupil Support Group or other collaborative meeting a child needing further support is identified. This support may be needed from an agency out with the existing school setting.

Support Plans

Any child or young person on Stage 2 or 3 of the above framework will have an Additional Support Plan (ASP). Any child who is 'looked after' is assessed to identify whether or not they have additional support needs. If they do, the Staged Intervention process is then used to find out if they need a Support Plan and a broader assessment undertaken to see if they also meet the criteria to have a Coordinated Support Plan (CSP). This plan would be for children requiring a multi-agency approach to meeting their needs.

The ASP or CSP is not a complete curriculum planner but is a plan for those aspects of the curriculum which need to be individualised for the child. It contains basic information about the child, a brief outline of his/her strengths, a list of relevant staff involved in supporting learning, long term targets which are reviewed at least once a year, short term targets to be reviewed termly and dates of when targets are set and achieved. The plan is normally drawn up by the class teacher and Support for Learning Coordinator and is done in consultation with the child and their parents.

Support plans are created on the electronic system of SEEMIS which is used to manage information for learners.

Additional Resources

Research has shown that support in the early years is highly beneficial. Therefore, East Dunbartonshire Council recognises the importance of early intervention and ensures that all Primary 1 classes are supported by the Network teacher. This enables early identification and assessment to take place. Team members provide whole school support for effective teaching and learning. They work in partnership with senior management, school staff, parents, pupils and other support services.

The teacher from Network Support Services is Elsie Dougan who liaises regularly with the school SMT.

Donna Ingles is our EAL teacher (English as an additional language) and she also works closely with the school in planning helping children whose English language is a barrier to their learning. She visits the school once a week to work with children.

Ann McInally is our Educational Psychologist and she is in regular contact with the school management team to discuss children with additional support needs. She can observe children with parental permission and advise staff on strategies to use with particular children. She attends review meetings with parents, staff and other specialists to offer advice and guidance on how best to support the individual needs of a child.

East Dunbartonshire Council, in supporting inclusion in its schools, has also established and developed a number of specialist support services

These services include:

- Language and Communications Service
- Social, Emotional and Behavioural Difficulties Support Service
- Sensory Service (Visual and hearing impairment)

Additional Information

For any further information regarding additional support within St Machan's please contact a member of the Senior Management Team.