



Garrowhill Primary School

Every Child is Included: Additional Support for Learning

Introduction

The Scottish Executive introduced the Additional Support for Learning Act in 2004.

Glasgow City Council puts The Education (Additional Support for Learning) (Scotland) Act 2004 and the 2009 amendments to the act at the heart of its commitment to equal opportunities, social inclusion and early intervention.

The Council's policy 'Every Child is Included' recognises that there may be a broad range of factors and circumstances, over the short or long term which give rise to a child or young person requiring additional support to promote learning and all round development.

Each establishment is required to produce and keep under review a policy on provision for children and young people with additional support needs. This policy is derived from the Council's policy 'Every Child is Included' and will take account of the particular circumstances of this establishment.

Here at Garrowhill Primary School we aim to put that commitment to getting it right for everyone into practise by providing a learning environment which is welcoming, nurturing and stimulates learning for life.

Our school policy outlines how Garrowhill Primary will meet our duties under the new legislation. As with all our practice, it is dependent on a successful relationship with parents, carers and our children and young people.

I hope you find the contents of this document helpful to you.

Signed _____ Head of Establishment

INTRODUCTION

At different points during their school life and for various reasons, many children and young people experience barriers to their learning and therefore require additional support. Some of the barriers will be caused by difficulties of a short term nature such as bereavement while others may be caused by more long term difficulties such as dyslexia. This policy describes how Garrowhill Primary identifies and addresses these needs.

RATIONALE

Getting it Right for Every Child (GIRFEC) from the Children and Young People (Scotland) Act 2014 places legal duties on Educational Establishments. They have to put in place policies and procedures to meet the wellbeing needs of our children and young people. It is a consistent way for people to work with all children and young people and it is the bedrock for all children's services.

All classroom teachers in Scotland have a contractual and statutory duty to address the learning needs of all the children in their class. It is in the classroom that children's needs are best met. Every member of staff at Garrowhill Primary is committed to the philosophy of inclusion and seeks to nurture and support all children in their care by analysing need and taking prompt intervention..

The Additional Support Needs Co-ordinator for Garrowhill Primary is our Depute Head Teacher, Mr Alan Young.

AIM

Implementation of this policy should help to ensure a consistent approach to the way in which the additional support needs of children are identified and met in order that every opportunity is provided for pupils to fully access education.

With this in mind we aim to:

- place the child at the centre and develop experiences tailored to needs
- develop resilience and initiative necessary to cope with the demand of our society
- provide opportunities to pursue individual enthusiasm and develop collaborative skills
- inform and involve parents and carers as part of a partnership which fosters positive attitudes in the children and allows them to achieve their potential.
- ensure the best possible provision for pupils with special educational needs and to promote understanding and concern for those needs within our school community.
- support the Council's policies that aim to promote a truly integrated multi- racial society.
- ensure that all staff have continuing professional development opportunities to allow them to fulfil their role in achieving our aims.

For the majority of children their additional support needs are met by effective learning and teaching and appropriate differentiation.

The Acts of 2004 and 2009 have widened our understanding of what constitutes a need for, and an entitlement to, additional support. Some of our pupils with additional support needs have been identified in their pre-school years as requiring additional support.

This could be for a variety of reasons including:

- Home circumstances;
- Have parents abusing drugs or alcohol;
- Emotional and social needs;
- Are being bullied;
- Have experienced a bereavement;
- Have mental health issues;
- Medical issues;
- Require support in acquiring full fluency in English;
- Present challenging behaviour;
- Physical or sensory difficulties;
- Diagnosis of Aspergers, Autism, ADD, Downs syndrome;
- Delay in receptive and expressive language and numerous others;

The GIRFEC approach helps practitioners focus on what makes a positive difference for children and how they can act to deliver these improvements. GIRFEC is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

WHAT GIRFEC MEANS

For children:

- They will feel confident about the help they are getting
- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They are appropriately involved in discussions and decisions that affect them,
- They can rely on appropriate help being available as soon as possible
- They will experience a more streamlined and coordinated response from practitioners
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For Practitioners:

- putting the child at the centre and developing a shared understanding within and across agencies
- Using common tools, language and processes, considering the child as a whole and promoting closer working where necessary with other practitioners.

For Managers:

- providing leadership and strategic support to implement the changes in culture, systems and practice required within and across agencies to implement GIRFEC
- Planning for the transition from current practice to the new child centred processes

The GIRFEC approach is about how practitioners across all services for children meet the needs of children, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:

- Builds solutions with and around children, young people and families,
- Enables children to get the help they need when they need it.
- Supports a positive shift in culture, systems and practice
- Involves working better together to improve life chances for children

STAGED INTERVENTION

Staged intervention is a process which is used to identify, assess and support the learning needs of children.

It provides:

- a record of intervention and achievement for individual children as they progress through school
- an inclusive approach which involves parents, pupils and relevant staff from school and from support services
- agreed wellbeing assessments and support plans which record the needs of individual pupils and targets how these should be met
- a solution focussed approach to resolving issues early and at least intrusive level of intervention
- a structured monitoring and review cycle

There are four stages of intervention:

Stage 1:

Additional needs would normally be identified by the class teacher and/ or other school staff and discussed with HT or DHT at tracking meetings or earlier if deemed appropriate. Intervention strategies would be recorded, assessed, monitored and reported as part of the ongoing planning and Quality Assurance cycle and progress recorded on tracking and moderation meetings record sheets. Where a temporary additional need is brought to the attention of school staff by a parent or other agency, the HT/DHT will record the information in Pastoral Notes and alert relevant staff

Stage 1 Process:

- Class teacher identifies emerging ASN and gathers information
- Individual provision reflected in FP notes and discussed at tracking meetings
- Intervention implemented
- Reviewed and monitored through tracking and moderation meetings process
- Intervention recorded on tracking meeting paperwork and, if appropriate, at moderation discussion (in-school SIM app 2)

Class based intervention could include differentiation, individualisation, adaptation, enhancement, elaboration.

Stage 2:

Where it is felt needs are not being satisfactorily met with class teacher intervention, the class teacher will discuss further with HT or DHT at tracking meetings. Strategies and outcomes to date will be recorded on the internal referral document (app 1). Individual cases will then be presented by class

teachers at departmental moderation meetings where staff will collaborate and share skills to agree on an action plan for each child. At this stage a personal or group support plan will be drafted (app3)

Stage 2 Process:

- Additional school staff to provide support for pupil or group
- Support staff work flexibly using our open areas to organise active learning and adult led activity to help children meet targets
- Individual or group support plan drafted by class teacher with DHT, shared with support staff and maintained in class planning file
- Success criteria/learning intentions displayed in open areas
- Short term outcomes outlined in plans and reviewed termly
- parent/ carer made them aware of the need for additional support
- DHT coordinates support and monitors impact
- Progress recorded at tracking meeting

Staged Intervention Meetings

Mid-way through every teaching block moderation meetings take place with groups of staff from similar stages/levels. These meetings focus on improving Learning & Teaching and are solution oriented in their structure. Class teachers will present individual stage 1 and stage 2 cases to colleagues at these meetings to agree solutions and actions which will have positive impact on learners and reduce risk for them.

Outcomes from these meetings may include the following:

- Agreement to introduce new classroom strategies at stage 1
- Referral to another agency
- Agreement to move stage 2 and draft personal support plan
- Agreement to open a wellbeing assessment and present case at LC Staged Intervention meeting

Stage 3:

In some cases intervention at Stage 1 and 2 and ongoing assessment will lead to a request for further assessment from other Educational Resources such as Psychological Services. At this stage the ASN coordinator will collate all intervention evidence from stage 1 and stage 2 process and prepare to take the young person's case to the Staged Intervention Meeting for the Learning Community or, if deemed more appropriate, to the Joint Support Team. At either of these meetings a decision will be taken by the group, including Educational Psychology on what next steps are appropriate.

Following this meeting the DHT will consult with parents and carers and update the well-being assessment for the child with the parent and learner views.

Stage 3 process:

- A wellbeing assessment will be opened and both long and short term targets will be set by class teacher in collaboration with the DHT. They will ensure the views of the child and views of the parents/ carers are sought by inviting them in to go over the plan.
- The plan will be made active and a copy sent to the parents/ carers.
- The WBA will be evaluated at the end of each term and reassessed for targets by the class teacher with the understanding of the pupil.
- The WBA will be sent once annually to parents in full form and a note of new targets will be sent termly.
- Teachers must ensure that targets are SMART – specific, manageable, achievable, relevant and timely.
- Children should be made aware when they have successfully achieved targets or what they have to work on to ensure they do.
- Teachers should have a WBA assessment for every child who has a diagnosis of a learning difficulty such as dyslexia, autism, Asperger's syndrome etc
- Teachers should have a WBA assessment for every child who is on the Educational Psychologist's caseload or who is receiving support from out with the school but within education services.
- The HT /DHT should hold review meetings for children with WBAs where required and/ or when further support is necessary. Parents and other relevant persons should attend these meetings.
- Where dyslexia is suspected, then the class teacher, parents and DHT should work together to complete a dyslexia profile based on several assessments which should then be presented to the Educational Psychologist at the SIM. S/he will decide if the child presents as a child who meets the criteria for a diagnosis of dyslexia.

Stage 4:

At Stage 4, a small number of pupils whose needs cannot be met through school and education authority resources will be considered for a WBA which outlines intervention from other partner agencies such as Health and Social Work.

Stage 4 Process:

- There will be direct involvement of external partner agencies such as Health or social work in that the child may have additional support required through a health diagnosis of cerebral palsy, Crohn's disease, Tourette's etc and they are attending hospital or receiving support directly from Health agencies. The child may be on the child protection list or be under a supervision order because they are looked after. The HT or DHT will be required to read reports from other agencies and pass these for action where required to staff across the school and nursery. These actions should be reflected in WBAs and these should be updated when such reports arrive. These reports should be discussed at tracking and evaluation meetings as well as review meetings for pupils. The HT or DHT may be required to attend Children's Panel meetings or Core Group meetings for children receiving support from Social Work. Minutes of these meetings should be shared with staff when appropriate.
- Direct Involvement of Psychological Services (Including CAMHS) – The children could be referred by their own GP or by education staff. HT, DHT or CT may be required to complete assessment paperwork which will help CAMHS team diagnose the needs of the child. The CAMHS team or East Autism Team may have to visit the school and meet with staff.
- Liaison with AIGs or JST Teams – The Educational Psychologist will support school staff when children have to be referred for alternative placements or extra support
- Children who are on Stage 4 will have an annual review of their case attended by all interested parties where possible.

Additional Support for Learning Overview (ASLO)

- HT and DHT will meeting fortnightly to discuss cases on additional support overview
- This Overview will be updated termly by DHT and circulated to all staff as appropriate
- Staff should note any changes relevant to their pupils and act upon them
- DHT will update GSPs every term and update these on ASLO

A visual summary of action described above is attached at the end of this document.

METHODOLOGY

Every child must feel included and be nurtured towards success. Support strategies must not therefore make any learner feel isolated or excluded from the work of the class. All staff delivering support must work flexibly and collaboratively to ensure children are meaningfully and actively engaged in learning at all stages and are not passive participants.

Additional support needs will be met through joint planning between teaching staff and support for learning staff of learning experiences which focus on agreed targets. Targets are identified from class teacher observations and assessments.

To ensure maximum impact on learners we have moved away from strict timetabling of support staff to more flexible working arrangements.

During literacy and numeracy sessions all support staff will be based in the schools three open areas. Our open areas will be organised into learning stations during literacy and numeracy sessions where support staff and other available staff will coordinate independent learning activities and adult led activity to support children towards achievement of their targets in literacy and numeracy.

These areas can be used flexibly for all children with a personal/groups support plan or Well Being assessment and plans with literacy and numeracy targets.

Organisation of Open areas

The open areas will be set up and ready for use at 9.30 each morning. These areas will be used flexibly allowing class teachers to manage learning programmes and utilise the learning stations in the open area to best meet needs of groups or individuals. All targets for open areas will be agreed monthly by class teachers.

Learners can receive support from additional staff between out from 9.30 and 10.05 and from 11-11.40 Our DHTs will support SFLs to deliver support.

Each group of children identified as needing support at Stage 2 of staged intervention will receive at least one session of one to one adult support on a daily basis. Over the course of a week each group will get the chance to cover the activities twice to fully embed the learning intentions and allow the pupils to revise the skills covered in these activities.

An example of an open area plan is attached to this document (app 3)

Monitoring and Tracking Progress and Impact of support strategies

Tracking meetings take place each month where teaching and support staff discuss their assessments and observations with DHT/HT.

Learner progress is recorded against significant aspects of learning and the success criteria agreed on the personal/group support plan. Class teachers will gather assessment evidence which will include what learners say, make, write and do.

Learning conversation will take place regularly and next steps agreed with learners.

GPS Every Child Is Included April 2015

QUICK CHECKLIST FOR TEACHERS

- Any children you manage to support in class as part of normal differentiation is Stage 1 and progress will be discussed at tracking and moderation meetings and agreed action followed
- Any children who are being supported by you and other members of staff will be Stage 2 and have a group/personal support plan drafted by you in partnership with other staff and monitored by HT/DHT but actioned in some way by you as well as additional members of staff.
- Any child who is referred to SIM or who already has a wellbeing need established will merit a WBA which will be drafted by you and DHT and made active by DHT and then monitored and reviewed
- Any child who requires help and support from Health or Social Work will have a WBA which may or may not be drafted by you but will be made active by DHT and then monitored and reviewed.

TEACHER'S RESPONSIBILITIES

- To meet needs of all pupils in the class and differentiate work appropriately
- To work in partnership with other school staff and DHT to design active learning activities which support children in achieving their targets. This includes learning experiences for the open area where support is delivered
- As part of the school team, monitor and evaluate children's progress
- To support the DHT in drafting WBAs for all children deemed appropriate on Additional support for Learning Overview updated termly
- To read reports received from SALT, ASLICT, Health Agencies or Social Work Services
- To attend review and transition meeting as appropriate
- To act on advice and actions requested by HT, DHT, or other agencies.
- To report any concerns to HT or DHT

TRANSITIONS

There is a requirement on all staff to report effectively on the progress of learners and work in partnership to ensure seamless transitions between classes and establishments. Attainment and achievement should be reported based on the on-going observations and assessment evidence of the class teacher. At all points of transition strengths and next steps must be outlined clearly. The HT/DHT/PT will monitor progress post transition to ensure coherence and progress for every child.

