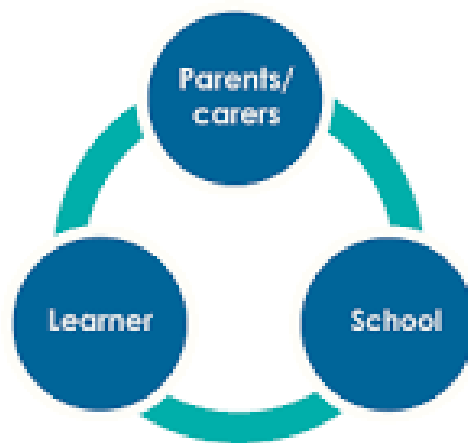




'Respect for Oneself, Others, Learning and Opportunity'



Additional Support for Learning Policy



Pentland Primary School
(Updated Oct 2018)

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At Pentland Primary School, we aim to:

- identify and support needs as early as possible
- address the needs of the whole child
- improve confidence, self-esteem and foster independence
- remove barriers to learning
- maximise learning opportunities for all within an inclusive learning ethos

This policy outlines how Pentland Primary School and Nursery Class identify and support children and young people with additional support needs.

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Legislation and Context

The Education Scotland (Additional Support for Learning, ASL) Act 2004 states in the Code of Practice that a child has additional support needs 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 the school education provided.

Additional support needs may arise from the learning environment, family circumstances, a disability or health need, or social and emotional factors, and may be of a permanent or temporary nature.

We work within the framework of national and local policies. (Appendix 1)

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Identification of Needs

Pentland Primary has an ASL team which includes:

- Miss Stevenson and Mrs Rankine (Principal Teachers)
- Class Teachers
- Nicki Gilchrist (Nurture Lead)
- Mrs Nelson (Pupil Equity Lead)
- Visiting English as an Additional Language (EAL) teacher- Helen Drummond
- Highly skilled Pupil Support Assistants (PSAs)
- Trained parent helpers
- Educational Psychologist- Sandra Montgomery
- ASL Service Leader - Lynsey Robinson
- Early Years ASL Leader - Hayley McMurray

The City of Edinburgh identifies a Staged Intervention Approach following a pathway framework. Staff use the ASL Pathways Support Flowchart (Appendix 2) to support the pathways.

Pathway One is personalised support in the classroom. This can be the provision of tools to support independent learning, support through environment, through differentiated planning or through a range of appropriate strategies.

All class teachers have received training in the use of The CIRCLE document as a tool for creating inclusive classrooms and inclusive practice. Class teachers use the Circle Inclusive Classroom Scale to audit their classroom environment and classroom practice to support learners at pathway 1. Where there are

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concerns about a pupil, teachers should use the CIRCLE Participation Scale to identify support strategies at Pathway 1 and discuss this with the ASL team.

Nursery staff have received training in the use of the Up, Up and Away document as a tool for creating an inclusive nursery environment and developing inclusive practices. Where there are concerns about a pupil, nursery staff should use the documentation to identify support strategies at Pathway 1 and discuss this with the ASL team.

Both, school and Nursery staff work closely with the child's parent or guardian.

Pathway Two is support from the ASL team in school. This can be individual or group work or team teaching, supporting the class teacher. All children are regularly discussed at attainment meetings and support is appropriately adjusted.

If difficulties persist after Pathway 1 intervention, further discussion with a member of the ASL Team should follow. Needs can be identified and discussed along with a discussion about the Circle Participation already completed by the class teacher. This information is updated regularly during termly liaison meetings with class teachers

The ASL team discuss the referral and allocate support if required. Support may come in a variety of formats - direct teaching with SFL teacher, PSA support, a 1-1 or group intervention, motor skills programme, etc. It may be long or short term and will be reviewed regularly. If further individualised support is required, then a higher level of planning and recording may be required:

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- Co-ordinated Support Plan (CSP)
- Individualised Educational Programme (IEP)
- Child's Planning Meeting (CPM)
- Additional Support Plan (Strategy Sheet)

Pathway Three is support from partner agencies or services as listed below. Referrals are made by the ASL Team, through the GIRFEC process.

As a result of further assessment at Pathway 2, support may be requested from a partner service via referral by the ASL teacher or on application to the Additional Support Access Point (ASAP.)

The school has access to a wide variety of partner led services which can be called upon to provide support:

- Children and Adolescent Mental Health Service (CAMHS)
- Educational Psychologist
- Community Child Health (CCH)
- Speech and Language Therapy (SALT)
- Family Support (Family Solutions/Edinburgh Together)
- ASL services include
 - English as an Additional Language (EAL)
 - Health and Wellbeing
 - Language and Communication
 - Literacy and Dyslexia Support Service (LDSS)
 - ICT
- Medical Outreach support
- Occupational Therapy (OT)

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- Resources Team
- Sensory Support Service - this includes the Deaf Support Team (DST) and the Visiting Teachers of the Visually Impaired (VTVI).
- Social Work/Young Carers

Pathway Four is support through specialist provision and is accessed through the Case Management Review Group (CMRG) in consultation with the Educational Psychologist, school, parents and, where appropriate, the child.

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Assessment

Pupil progress is monitored at every Pathway and the ASL team meet regularly to plan appropriate support. This support may be a block of work with the ASL Teacher, 1-1 support, a targeted Intervention or a PSA led group. All supports are evaluated and reviewed regularly and may be short or long term. Parents and young people are included in all decisions where appropriate. Information gathered is recorded in a variety of ways; minutes from Child Planning Meeting (CPM), Strategy sheets, Individual Education Plan (IEP) and ASL class overviews. Information is shared and careful consideration given to planning for effective transition for children with additional support needs, moving from Nursery to Primary 1, class to class and Primary to Secondary. This is done in close consultation with the city wide ASL service and staff from Firhill. Transitions to S1 are planned for from the beginning of P6.

Where needs persist the ASL teacher has access to a wide range of diagnostic tools to provide information and plan next steps. These may include:

- Single Word Reading Test - SWRT
- Single Word Spelling Test - SWST
- British Picture Vocabulary Scale - BPVS
- SEAL assessments
- York Assessment of Reading Comprehension (early years and older version)

All children who score 85 (standardised score) or less in the SWRT are monitored and assessment results recorded on the ASL Literacy Tracker and returned to ASL services annually.

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Roles of the ASL Teacher

The ASL 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, the management structure within school and the expertise of the staff involved. This may change from year to year. Clearly the five roles are inter-connected, with consultancy being involved throughout. The ASL teacher has time allocated to all 5 role.

The ASL team has access to a wide range of strategies and supports which enable learners to reach their full potential. The list below describes some of the Universal and Targeted supports which may be available. The Circle Document provides a more expansive list.

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Universal Supports available:

- Access to supportive ICT
- Visual Timetable in all classes
- Safe Spaces and Calm Corners in each learning area
- Whole school Dyslexia training and Dyslexia Friendly practices embedded
- Intervention from Literacy and Dyslexia Support Service (LDSS)
- Aids and adaptations for disabled learners
- Appropriate methods of communication for hearing or visually impaired pupils
- Creative teaching approaches used to meet the needs of all learners
- Key staff identified to support individuals with an additional support needs
- EAL staff can support bilingual learners from enrolment and are able to contribute to the professional learning of the school
- Whole School Autism training and Autism friendly strategies embedded in daily practice
- Effective transition arrangements are in place
- ASL team meet regularly and feedback to staff and parents
- Tracking and Monitoring of attainment in place and considered in planning allocation of support
- Clear staged Intervention framework in place to identify additional support needs.
- Circle Inclusive Learning framework is embedded across the school and used by class teachers to support pupils at Pathway 1

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Targeted Supports

Targeted supports may include:

- PSA - agreed system and clear criteria for allocating and managing PSA time - Evaluated and reviewed regularly
- Emotion Talks/ social skills group
- Relax Kids
- Talk and Move/Teaching Children to Listen Groups
- Sensory circuits group
- Therapy Inclusion Partnership (TIP) Programme initially introduced by Speech and Language Therapist, Occupational Therapist and Physiotherapist, now being implemented by PSAs
- Seasons for Growth
- Play boxes
- Circle Time
- Reading and Language Intervention
- 1,2,3 maths programme
- Toe by Toe Programme
- 6 Minute SEAL daily
- Support from Literacy and Dyslexia Support Service
- 1:1 Speech and Language programme e.g. Colourful Semantics
- Toe by Toe

Pentland Primary aims to provide a high quality education for all of its learners, to provide effective inclusive practice and to promote a learner-centred approach where all learners are listened to and involved in the management of their own learning.

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This policy has been shared with staff and parents and will be reviewed regularly in line with the school's Standards and Quality Improvement Plan.

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Appendix 1

Legislative Context

- HMIE, 2007, *How Good is our School? The Journey to Excellence: Part 3* (Revised edition), Livingston, UK
- Parliament of the United Kingdom, 2010, *The Equality Act*, London, UK
- Scottish Government, 2004, *The Curriculum Review Group*, Edinburgh, UK
- Scottish Government, 2006, *Scottish Schools (Parental Involvement) Act*, Edinburgh, UK
- Scottish Government, 2009, *Education Scotland (ASL) Act*, Edinburgh, UK
- Scottish Government, 2010, *Supporting Children's Learning Code of Practice*, Edinburgh, UK
- Scottish Government, 2010, *The City of Edinburgh Council - GIRFEC Framework*, Edinburgh, UK
- Scottish Government, 2014, *The Children and Young People (Scotland) Act*, Edinburgh, UK
- The City of Edinburgh Council, 2011, *Literacy and Dyslexia Guidelines*, Edinburgh, UK
- The City of Edinburgh Council, 2011, *Up, Up and Away Document*, Edinburgh, UK

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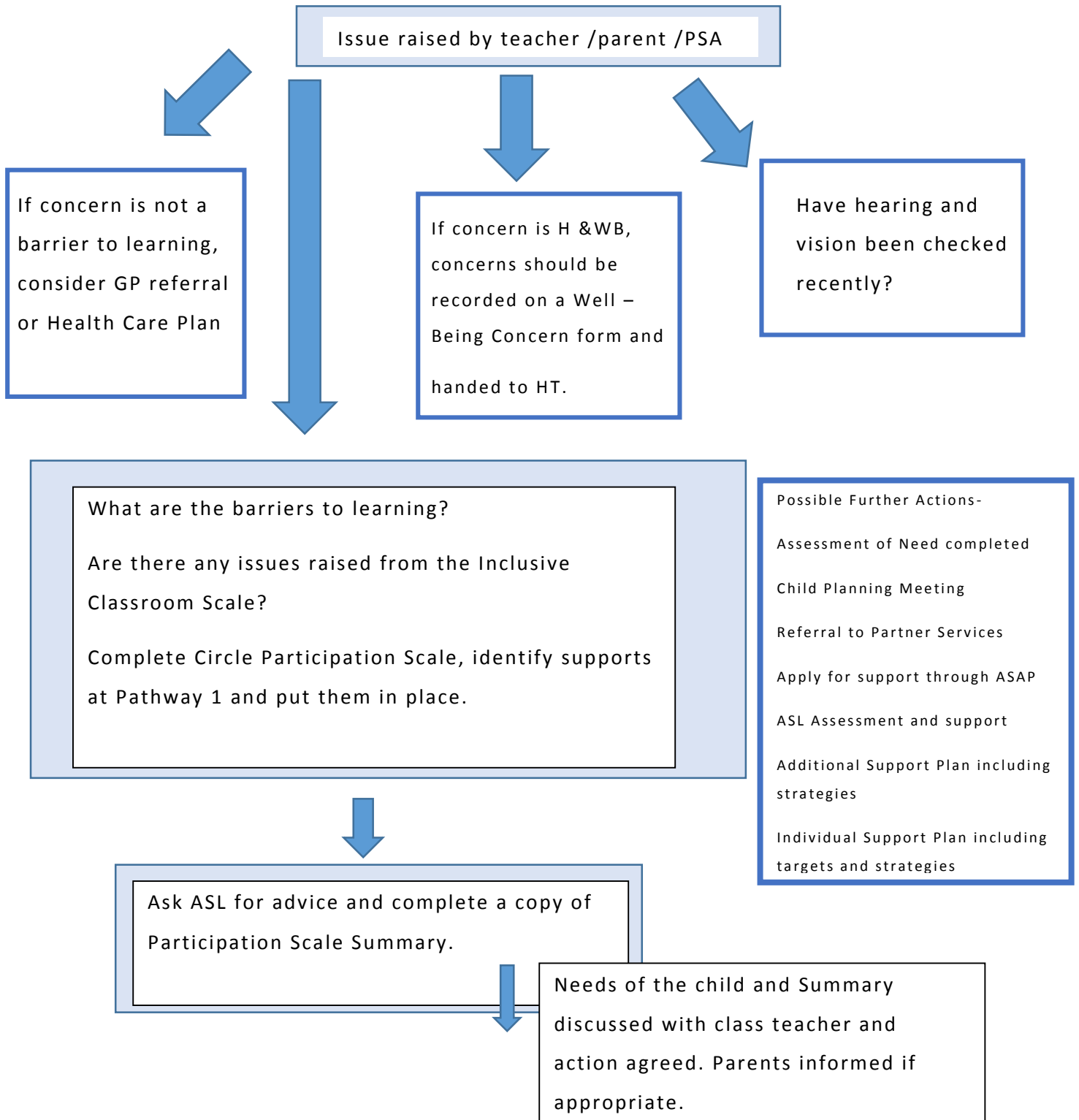
- The City of Edinburgh Council, 2014, The City of Edinburgh Child Planning Support Materials, Edinburgh, UK
- The City of Edinburgh Council, 2015, CIRCLE Document, Edinburgh, UK
- United Nations, 1990, The United Nations Convention on the Rights of the Child, National and International Policy, New York, USA

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Appendix 2

ASL pathways support flow chart



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