



Additional Support Policy

RATIONALE

Equality and inclusion are at the heart of our work in education, we seek to eliminate discrimination and promote quality of opportunity as required by the Equality Act 2010 through the implementation of Curriculum for Excellence, Getting it right for every child and the Additional Support for Learning legislation. This is demonstrated by a shared belief that all learners should be included and treated equally.

The Education (Additional Support for Learning)(Scotland) Act 2004 provides the legal framework for identifying and addressing the additional support needs of children and young people who face a barrier, or barriers to learning. It requires all establishments to make appropriate arrangements for identifying those who have additional support need and those who in addition, require a Co-ordinated Support Plan.

'All establishments should work with a range of partners to address the needs of all learners and provide motivation and challenging opportunities, particularly for those with additional support needs. Action to address the needs of learners required an integrated approach across services.'

(SLC, Policy on Leading Learning 2012)

AIMS OF ADDITIONAL SUPPORT FOR PUPILS

- We are committed to seeking and taking account of the views of learners, and their parents, in all decisions concerning their education.
- The needs of learners are met in age appropriate, inclusive settings, within or as near as possible to their local area.
- All learners are given the opportunity to be included in their wider school, Learning Community and learning environment.
- Through the provision of a wide range of appropriate support, all learners develop as confident individuals, successful learners, effective contributors and responsible citizens.
- We will maximise the use of resources, so that all learners are included in the culture, curriculum and community.
- All learners feel safe, healthy, achieving, nurtured, active, respected, responsible, and included regardless of the diversity of their need.
- All learners' needs are identified in line with the principles of Getting it right for every child, in a proportionate and timely manner.
- Learning outcomes are set out in an appropriate plan.
- Progress is effectively monitored, recorded and shared with the learner and their parents/carers at key stages.

PARTNERSHIPS

Through positive partnership between staff, learners and parents/carers, we hope to achieve the following outcomes:

- All learners and their parents understand that they have been listened to and that their wishes have been considered. In turn they feel empowered and engaged in the educational process
- All learners are supported to express their views
- Staff respond promptly and sensitively to the views and concerns of learners and parents/carers

IMPLEMENTATION

The class teacher has responsibility for supporting the learning that takes place within his/her class in collaboration with the management team.

Effective approaches will be adopted such as:

- forward planning to identify aims and objectives
- differentiation of the content and pace of learning
- variety of teaching styles, providing a balance of class, group and individual activities.
- opportunities for reinforcement
- challenging experiences for all pupils
- effective assessment and tracking
- reflection on pupil progress
- engagement with staged intervention process

WORKING WITH OTHER PROFESSIONALS

The school operates as a team and as part of an extended team together with staff from outside agencies. This extended team is called on for advice, teacher support or materials when required.

In - School Support Team

- ❑ Head Teacher
- ❑ Principal Teacher (Learning Support Co-ordinator)
- ❑ Class Teachers

Extended Team

- ❑ Specialist Support Teacher(s) – Mrs Julie Cowan
- ❑ Educational Psychologist – Mrs Carol Carins
- ❑ Educational Development Service
- ❑ Speech Therapist
- ❑ Visual and Hearing Impaired Team
- ❑ Social Work Department
- ❑ Behavioural Support

IDENTIFICATION, ASSESSMENT AND PROCEDURES

Early identification of pupils' learning difficulties is an important part of this policy.

In general, the Principal Teacher is responsible for co-ordinating the first level of support for learning. This could arise as the result of assessment or as a result of concerns from the class teacher or parent expressing concerns about a pupil's progress.

Concerns from class teachers are recorded on a referral form (Appendix 1) and ASN checklist will be completed.

The class teacher and the Principal Teacher will meet to discuss the pupil's difficulties and if necessary, the Staged Intervention process will begin.

All meetings held as a result of parental concern are recorded on the appropriate form. Advice may also be sought from the Specialist Support Teacher.

Short-term strategies or a differentiated programme of work would be put in place for the pupil.

The Principal Teacher also has the responsibility for referring to other agencies when necessary.

Review meetings with parents of children receiving additional support will be held as required to update the parents on programmes of work and request their continued support but routinely will take place twice a year during Parents' Evening.

STAGED INTERVENTION

Stage 1 – Additional needs met with the use of resources/support available from within the class/playroom.

Stage 2 – Additional needs met with the use of resources/support available from within the establishment.

Stage 3 – Additional needs met with the use of resources/support available from beyond the establishment and within Educational Resources.

Stage 4 – Additional needs met with the use of resources/support from partner agencies and services out with Education Resources.

All stages follow a cyclical plan:

- Specify Support
- Plan
- Implement the Plan
- Review and Evaluate
- Identification and Assessment

PLP - Personal Learning Plan

ASP – Additional Support Plan

An ASP is a non-statutory document used to plan specific aspects of education for learners who need some or their entire curriculum to be individualised. This means that the child's needs will have been assessed within the framework of a staged intervention approach and that these needs cannot be met through standard adaptations to learning experiences or personalisation.

CSP – Co-ordinated Support Plan

A small number of children and young people have additional support needs arising from complex or multiple factors, which require a high level of co-ordination of support from education authorities and other agencies.

A Co-ordinated support Plan is a statutory document which is put in place for those children and young people who meet criteria due to having complex needs.

PRIMARY - SECONDARY TRANSITION

A member of the Additional Support Department in conjunction with the DHT (Lower School) from the local secondary school(s) liaises with the class teacher throughout the pupils' final year and all relevant information is passed on.

Staff from Holy Cross High visit the school frequently throughout the session to become familiar with the pupils and prepare them for the next important step in the education process.

RESOURCES

The head teacher ensures that a range of resources is available to support the whole curriculum, to enable staff to provide a differentiated approach, which is necessary to meet the needs of all pupils. Space is planned to be used as flexibly as possible according to the changing needs of groups and classes.

Opportunities are made available for individual quiet work, small group work, listening activities, discussion groups and direct teaching. In the infant department, teamwork is an important resource, which involves sharing of expertise and knowledge. Regular planning meetings take place with the management team.

REVIEW PROCEDURES

Staff make appropriate arrangements for keeping under consideration the additional supports needs of, and the adequacy of additional support provided to, each child and young person for whose school education they are responsible. Staff will monitor the progress of children and young people who have additional support needs to ensure they are learning effectively and making appropriate progress. Where they are not making progress as expected, their additional support needs should be re-assessed, the planning refreshed and appropriate support provided. Where they are making progress as expected and their additional support needs prove to be of short duration, additional support provision will no longer be required and they will benefit from school education though personal support.

ABLE CHILD POLICY

This area of additional support should be perceived as an extension of the quality of provision already developed in the school. Research has shown that when specific attention was given to the needs of able children there was often a general increase in the level of expectation for all pupils.

How to Identify Able Children

1. Parents highlighting their own children's ability.
2. School/class teacher's judgement based on intuition and experience.
3. Using Curriculum for Excellence attainment outcome and benchmarks – attainment is well beyond the expected level of their peers.
4. Formal assessments administered by school/psychological services/specialist support teacher.
5. Pre-school reports or from other schools.

Opportunities for the Able Child

- Work at an accelerated/appropriate pace through the normal syllabus.
- Undertake more challenging activities within the normal syllabus (enhancement in depth).
- Study topics outside of the normal syllabus, selected with his/her needs in mind (enhancement in breadth).
- Develop skills in independent learning, using materials that will encourage it.
- Discuss work regularly with the teacher and with able children and respond to challenging questions, which arise.
- Develop and extend the ability to reflect on their own learning
- Peer tutoring – help others

Checklist of Characteristics of Able Pupils

Speed

- ☐ Has quick mastery and recall of information.
- ☐ Reads rapidly and retains what is read.
- ☐ Listens only to part of the explanation.
- ☐ Jumps stages in learning.
- ☐ Mental speed faster than physical capabilities.

Deep Rather than Surface Approach to Learning

- ☐ Possesses extensive general knowledge.
- ☐ Shows good insight into cause-effect relationships.
- ☐ Asks many provocative-searching questions.
- ☐ Easily grasps underlying principles and needs the minimum of explanation.
- ☐ Quickly makes a generalisation.
- ☐ Leaps from concrete to the abstract.
- ☐ Is more than usually interested in adult problems such as religion, politics etc.
- ☐ Sees the problem quickly and takes the initiative.

Social Relationships

- ☐ Shows sensitivity.
- ☐ Shows empathy towards others.

Independence

- ☐ Reluctant to practice skills already mastered.
- ☐ Criticises constructively.
- ☐ Is unwilling to accept authoritarian pronouncements without critical examination.

Task Orientation

- ☐ Is persistent in seeking task completion.
- ☐ Is a keen and alert observer.
- ☐ When interested becomes absorbed for long periods.
- ☐ Prefers to talk rather than write.
- ☐ Daydreams.
- ☐ Has exceptional curiosity.

Creativity

- ☐ Displays intellectual playfulness: fantasises, imagines, and manipulates ideas.
- ☐ Is concerned to adapt and improve objects, institutions, and systems.
- ☐ Appreciates verbal puns, cartoons, jokes etc.
- ☐ Has a keen sense of humour – sees humour in the unusual.
- ☐ Often sees unusual rather than conventional relationships.

Strategies for the Able Child

The needs of able children can be met by:

- ☐ Organising lessons to enable individual and small group work to take place.
- ☐ Planning lessons in a way, which allows the teacher to encourage pupils who are working at an inappropriate pace for their ability.
- ☐ Planning a curriculum to include topics, which are additional to those, required for national examination purposes.
- ☐ Planning a homework syllabus for the able child, which avoids unnecessary repetition, demands the minimum of routine practice but includes more challenging work and advance reading in preparation for new topics.
- ☐ Allocating time in school and homework for special assignments or research projects in depth, linked to the interests and motivation of individuals and having an element of choice for the pupil.
- ☐ Allocating time for group discussion to develop thinking processes at a higher level.

- ❑ Asking for variety in presentation of topics – verbal, critical listening and comment, use of tape recorders etc.

To support these measures the teacher will need to:

- ❑ Make flexible use of existing materials so those pupils can work at a pace appropriate to their aptitude and ability.
- ❑ Prepare enrichment materials for use in lessons.
- ❑ Ask open-ended questions, which allow many different responses, and involve thinking at different levels.
- ❑ Make optimum use of audio-visual resources.
- ❑ Make extensive use of games and puzzles and other investigative material in mathematics (and other) lessons.
- ❑ Devise strategies and help sheets to guide and extend pupils' investigation and problem solving abilities.
- ❑ Develop library provision to include not only a wide range of books but also newsletters, magazines and periodicals and provide references to these in lessons.