

Principles

An inclusive society must ensure that the potential of each individual is fully developed through education and that their attainment and achievement are valued and respected. It is on the realisation of this potential that inclusiveness depends; an inclusive society and education system will therefore strive to ensure that it creates the range of approaches and opportunities to ensure that this is brought about.

(Manual of Good Practice in Special Educational Needs, The Scottish Office, 1999)

One of the National Priorities is "to promote equality and inclusion and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs...". We hope to implement the key characteristics of inclusion within our Support for Learning policy.

Learning and Teaching is at the heart of the education process. Throughout the learning process from early childhood, through schools and further education into lifelong learning, all learners require at some stage, support in the learning process.

Support for Learning seeks to ensure that the barriers to learning, be they educational, social or emotional are overcome.

The key inter-related principles are Inclusion, Entitlement, Partnership and Participation.

Entitlement

Under the 'Education Act 2000' there is a presumption of inclusion for all children within the educational setting. In most circumstances this will be inclusion within the local mainstream school.

Inclusion

Inclusion is not merely physical 'integration' with a school, it is an attitude that affects our thinking and practice within our own school. This will involve an on-going development to restructure our school in response to the needs of every pupil.

Partnership

This is about using a 'joined up' approach or collaborative approach to planning and reviewing the needs of pupils involving a range of bodies from relevant sectors of Social Work, Education and Health etc. This of course will involve close partnership with parents/guardians/carers and pupils themselves.

Participation

This involves increasing participation of pupils within all aspects of school life and decreasing marginality of individuals or groups because of ability, race, culture, age, disablement etc. We need to involve all the pupils in decision-making in the school and we need to plan to structure the increasing participation of all pupils.

This will be evident in our work on improving the National Priorities of:

- Achievement and Attainment
- Framework for Learning
- Inclusion and Equality
- Values and Citizenship
- Learning for Life

Dunvegan Primary School's Support for Learning Policy endorses these principles. They are embedded in the school aims and abide by the legislation of the Disability Scotland Act 2000.

The concept of 'inclusion' requires us all to be continually reflective on our practice and work together to create the best for all our learners.

Aims

- To ensure all pupils receive an education that helps to develop their personality, talents and mental and physical abilities to their fullest potential
- To promote an inclusive approach which will meet the needs of all pupils and in turn contribute to raised levels of achievement, self-esteem and lifelong learning
- To develop cultures, climates and a curriculum that fosters inclusion for all
- To help establish and maintain effective and appropriate learning opportunities for all pupils through an appropriate curriculum.
- To establish an inclusive network of provision for all

Roles and responsibilities

Five Roles of Support for Learning

1. To act consistently with other members of staff.
 2. To work co-operatively with class teachers for the benefit of all the pupils in their classes.
 3. To provide direct teaching and support for groups and individuals in class where appropriate.
 4. To collect and collate information regarding children giving cause for concern, prior to liaison with parents, internal and external agencies.
 5. To contribute, as part of the school team, to staff development programmes.
- The Head Teacher has responsibility for managing Support for Learning within Dunvegan Primary School although some aspects may be delegated to other staff members.
 - Support for Learning is the responsibility of the whole school team with the class teacher having the central role.
 - The Skye and Lochalsh Area Support for Learning Team Leader in collaboration with the Area Education Manager and Senior Educational Psychologist allocates Support for Learning Teachers and Auxiliaries to schools to help staff meet the needs of pupils.
This is reviewed annually or as the need arises.
 - Support for Learning Auxiliaries have job descriptions, which identify their role in this school.
 - Parent/guardians/carers will be kept informed of support procedures within the school and invited to participate in the support of their child.
 - The school will take account of the child's view where the child wishes and is able to express a view.
 - At times the school will refer a pupil to the School Liaison Group which is multi-agency and endeavours to meet pupils' needs through joint working of health, social work and other services.
 - Other support services accessible by the school are:
 - IT/SEN Service
 - Autism Outreach Service
 - Deaf Education Service
 - Vision Education Service
 - Speech and Language Therapist
 - School Doctor and Nurse
 - Voluntary Organisations
 - Gypsy/Traveller Development Teacher
 - English as an Additional Language Service
 - Social Work Service
 - Pre School Home Visiting Service
 - Educational Psychologist
- (also Physiotherapist and Occupational Therapist)

The Staged Approach to Support for Learning

1. The class teacher is the key provider of support to the class.
2. The class teacher provides differentiated resources and approaches for one or some pupils.
3. The class teacher consults with the head teacher and support teacher about a pupil's progress.
4. The support teacher allocates time to work alongside and/or assess a pupil's progress.
5. The teaching team decide to write an Individualised Educational Programme for a pupil.

6. If the needs of the pupil are such as to require further intervention consultation will take place and other services may be involved.

Parent/guardians/carers would be involved at all stages.

Individualised Educational Programmes

A pupil requires an IEP when their identified priority needs are not met through whole class curriculum planning and differentiation for groups within that class. The pupil's unmet needs form the core of the IEP.

IEPs are a collaborative approach to planning which is not separate from classroom practice. They state long term targets and short term SMART targets (**Specific, Measurable, Achievable, Relevant, Timed**) related to the long term targets. Targets set within IEPs can be achieved through class activities with the teacher, co-operative teaching, group activities and through the support of parents/guardians/carers.

Record of Need

A very small number of pupils in the Highland Council Area require a Record of Need because they have special educational needs which are pronounced, specific or complex and which require continued review. The formal assessment procedure for a Record of Need is laid down by law in the Education Scotland Act 1981. Copies of any Records of Need will be held in a confidential file in the school office.

Transfer

Dunvegan Primary School will receive information from any pre-school provision transferring pupils into Primary One and suitable support arrangements will be made in advance. Dunvegan Primary School will pass on any information affecting support arrangements in a receiving High School well in advance of pupils transferring.

Resources

Materials to support programmes of work are often available within the school but may also be borrowed by support teachers from the 'Support for Learning Team Resource Base' in the Elgin Hostel, Portree.

Documentation to support teachers and auxiliaries in their role is available in a box file in the staffroom and on the top shelf in the head teacher's office.

Consultation

Dunvegan Primary School will discuss their pupils' support arrangements as follows:

Weekly - informally as and when the need arises.

Monthly - CT, SfLT and SfLA will meet to discuss IEP targets.

Termly - At the end of each term the HT and the SfLT will meet to discuss any changes to the timetable depending on current priorities and needs within the school. This meeting will usually take place after school.

At the end of each term a meeting will be timetabled within the school day for CT and SfLT to evaluate programmes of work in place and to plan the next steps or future programme.

Parent, SfLT, CT, and SfLA will meet after school to discuss current progress of IEP targets.

Twice yearly - Parent, CT, SfLT, HT and any other agencies will meet to evaluate the PEP and plan next steps. This meeting will take place at the end of the school day.

Annually - Record of Need reviews will involve any relevant personnel.

It may also be necessary to call other meetings at short notice as the need arises.

The Support for Learning Teacher, Auxiliary and Classroom Assistant will consult where appropriate. The Auxiliary and Classroom Assistant will liaise closely with Class Teachers on a daily and weekly basis.

Monitoring and Review

Support for Learning and its practice throughout the school is reviewed as part of the cycle of School Development Planning. Monitoring is on-going as part of the Quality Assurance and monitoring procedure.

Useful References:

The Manual of Good Practice in Special Educational Needs (The Scottish Office Education & Industry Dept, 1999)

Success for All - Target Setting Within Individualised Educational Programmes (Scottish Executive Education Dept, 2000

Effective Provision for Special Educational Needs (The Scottish Office Education Dept, 1994)

Circular 4/96 : Children and Young Persons with Special Educational Needs, Assessment & Recording (The Scottish Office Education and Industry Dept, 1996)

(See attached appendices for Support for Learning Forms and job descriptions)

Meeting to initiate IEP Date :

Name of pupil: D.O.B. :

Class year: Primary 1

Record of Needs: yes

Relevant background information:

Personnel responsible:

In school:

Head teacher:

Class teacher:

Support teacher: Mrs Alston

Outside Agencies:

Educational Psychologist: Mr Leadbetter

Therapists:

Parental involvement

Summary of Educational Needs (identified in Record)

Strengths, aptitudes, abilities

Long-term aims (approx one year)

Short term targets

Tasks to be entered on programme sheet attached

Date for assessment of programme and next long-term review.