



March 2019

ADDITIONAL SUPPORT NEEDS POLICY

Dunvegan Primary School

Rationale

Dunvegan Primary School is committed to 'getting it right for every child' and to the inclusion of all pupils with the aim of working together to create a happy, positive and purposeful learning environment for all.

Our policy is based upon frameworks which support The Highland Practice model, A Curriculum for Excellence and The Additional Support for Learning Acts 2004 and as amended 2009 and will support every child and young persons' prerogative to grow, develop and reach their full potential.

Key Principles

All pupils are entitled to a curriculum suited to their needs, one which supports their access to all aspects of learning and challenges them to do their best. The principles of curriculum planning apply for all pupils.

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Children and young people may require additional support for a variety of reasons and may include those who:

- Have motor or sensory impairments

- Are particularly able or talented
- Have experienced a bereavement
- Are looked after
- Have a learning difficulty
- Are living with parents who are abusing substances
- Have emotional or social difficulties
- Use English as a second language

The Highland Practice model builds on the established staged approach to intervention as promoted by the Additional Support for Learning Acts. It supports the entitlement of children to a planned and progressive educational experience, enabling them to be effective contributors, successful learners, responsible citizens and confident individuals.

The staged approach in education is a pathway for assessing learning needs and accessing additional services to support the child or young person within school and early years' establishments and is based on the philosophy that assessment is on-going and not restricted to a particular point/episode in a child's life.

Stage 1 in the staged intervention process sees the child's needs addressed through normal classroom or nursery management. This can also address the needs of a group of children within the classroom. A Form 1 is used to identify and record concerns.

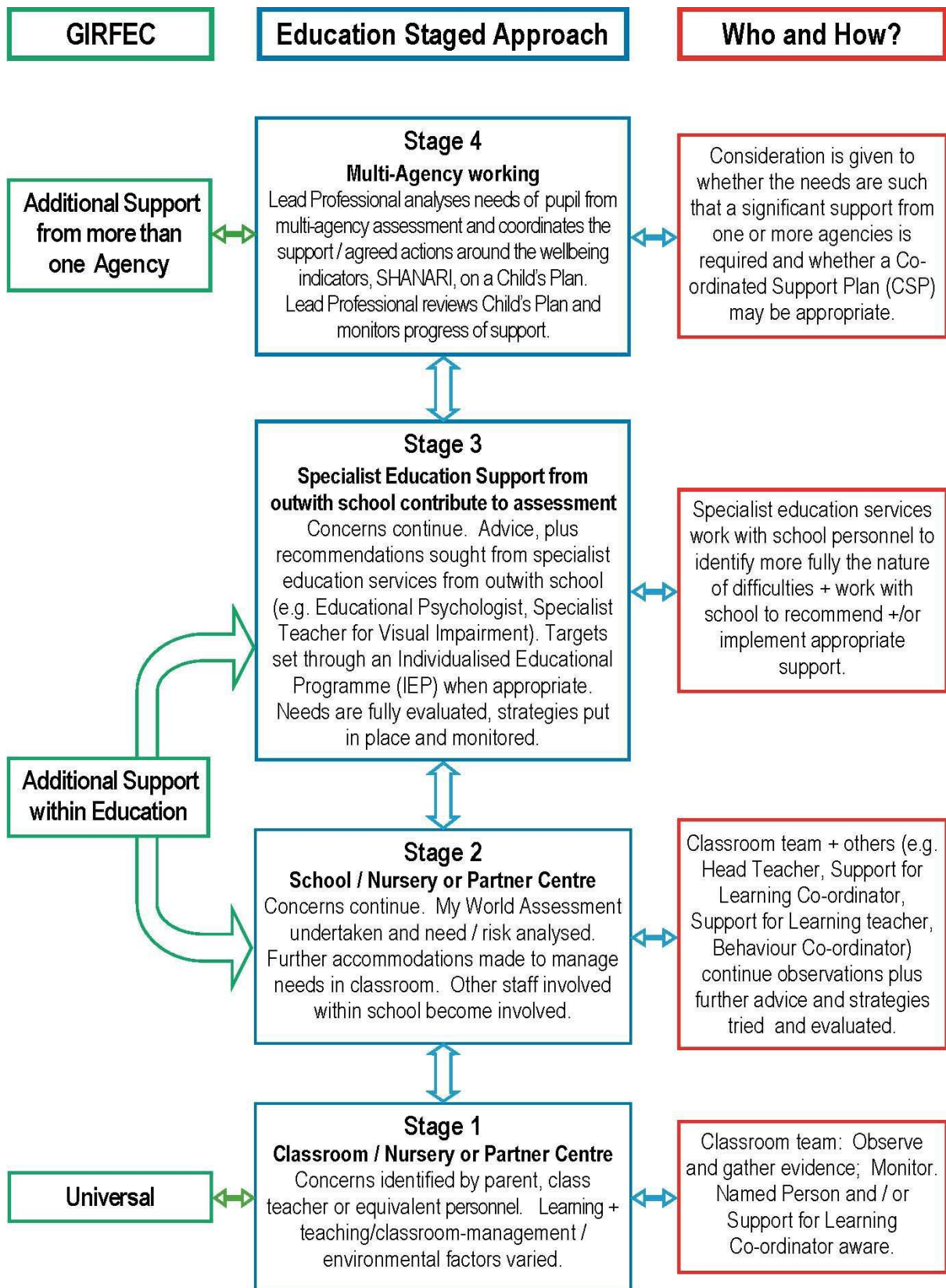
Stage 2 Where normal classroom management does not, or is assessed as not being efficient to address a child's needs a Child's Plan will be opened that accesses additional support for learning within the school

Stage 3 involves a Child's Plan that accesses specialist additional support for learning from services outwith the school.

Stages 2 and 3 are both at Single Agency Involvement in the Highland Practice model as they involve additional support for the child from educational staff which is recorded on the Child's Plan.

Stage 4 involves access to multi-agency children's services, as the child's needs are more complex. This again requires to be recorded on a Child's Plan with the wider multi-agency core group members being recorded as partners to the plan.

Stage 4 also includes those children who fulfil the criteria for a Co-ordinated Support Plan.

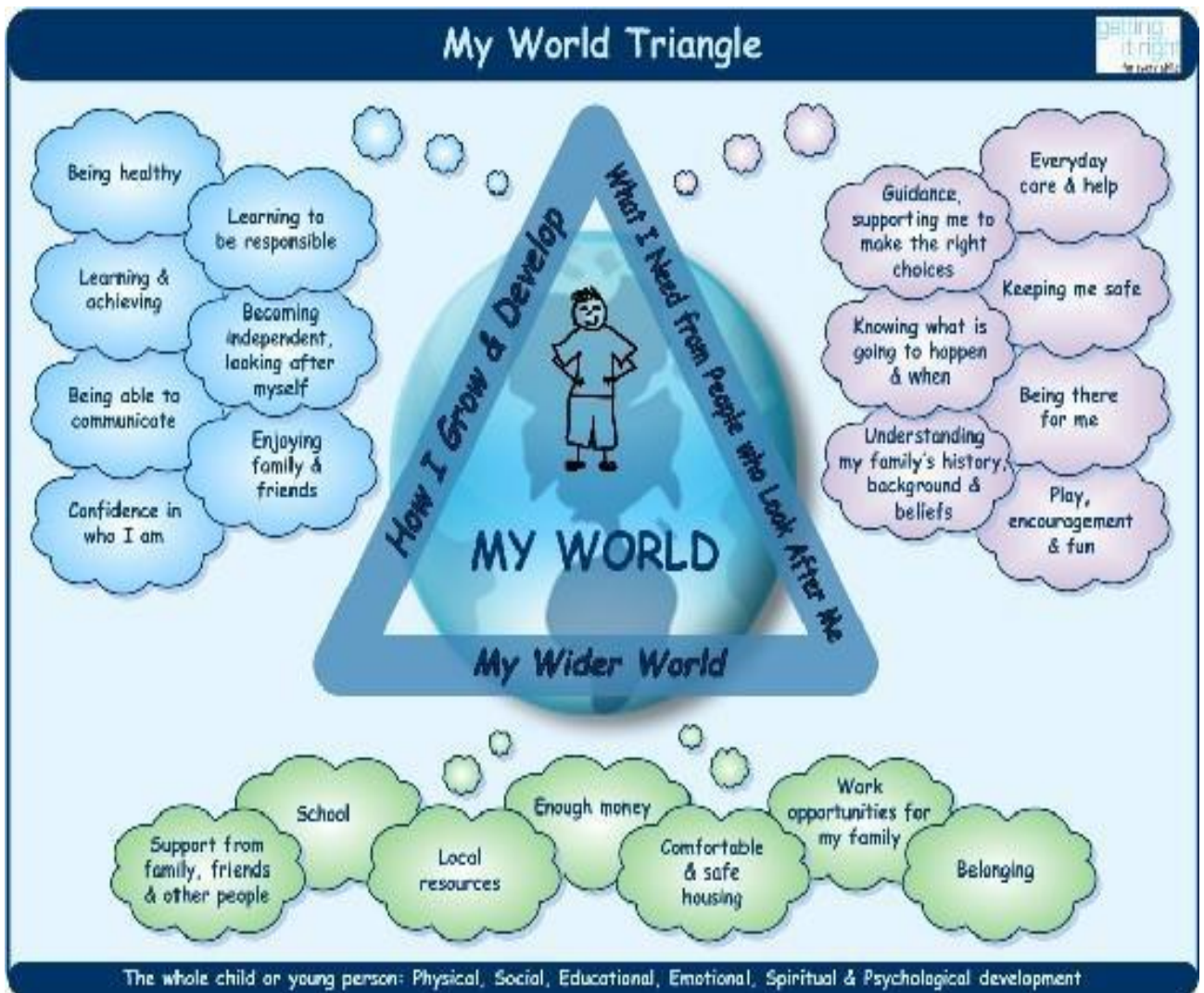


Some staff will have a particular role to provide additional help for identified children. The Head Teacher has overall responsibility for support for pupils in schools. Class teachers and support staff who work directly with pupils on a daily basis have the greatest influence on the learning process. They are also likely to have a good understanding of the child's wider needs. Other staff outwith schools, such as educational psychologists and support for learning specialists, can provide advice, guidance or direct involvement to help meet children's needs.

There are designated roles for the staff who co-ordinate the assessment and planning for children.

The 'named person' is responsible for making sure that the child or young person has the right help to support his/her development and well-being. The named person for pre-school children will be in health and, for children of school age, someone in their school. If two or more agencies are working together to help a child the most appropriate person will be appointed, the lead professional from within the core group.

Strategies to address concerns: The initial identification of a concern by the class teacher, subject teacher or early year's staff will be recorded on a Form 1. A range of classroom and nursery strategies will be identified to address the concern along with time scales, level of success and next steps. In Dunvegan Primary School, Support for Learning Teachers are involved at this stage and provide ideas for strategies and support. While classroom strategies are likely to address the majority of concerns, some children will require a more individualised response. For some children this will result in the development of a single-agency child's plan which may include development of IEP targets (Individualised Educational Programmes) where differentiation of the curriculum is required. *IEPs 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/carers. The 'My World Triangle' helps to identify children's needs in terms of strengths and pressures and provides a common assessment model for all staff, working across all agencies.



Children's needs are able to be identified and summarised using the well-being indicators Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible, Included.

When need cannot solely be met within the school, the assessment within the simple agency plan should evidence and determine the support that is required from Education Services outwith the school. This may require discussion with the Area Additional Support Needs Team or Psychological Services, or early advice from the Integrated Services Officer (ISO). It can include solution-focussed discussions that will involve the family and child, if appropriate.

Services that can be requested are:

- Psychological Services
- Autism outreach Education Service (AOES)
- Assistive Technology Support Service (ATSS)

- Highland Education Visual Support Services (HEVSS)
- Highland Deaf Education Service (HDES)
- Pupil Support Service (PSS)
- Gypsy Travellers/Interrupted Learners
- English as an Additional Language
- Area ASN Officer/Area Learning Support Team Leader
- Children and Adolescents Mental Health Service (CAMHS)

A Multi-Agency Child's Plan will be constructed when support is accessed from agencies outwith education.

A Co-ordinated Support Plan is a multi-agency plan for a child who has enduring, complex or multiple barriers to learning, and who needs a range of additional support from different services. It will form part of the overall Child's Plan.

Transition

Dunvegan Primary School will receive information from any pre-school provision transferring children into Primary One and suitable support arrangements will be put in place.

Information about Primary Seven pupils transferring to Portree High School is passed on well in advance.

Pupil Support Assistants - provide support across the school.

Job Description

Pupil Support Assistant Post Service:	ECS
Job Title:	Pupil Support Assistant
Grade and Salary:	HC04
Area:	The Head Teacher of the school in
Base:	which the post holder is based will be
Line Management:	responsible for the day to day line
(for posts based in special schools)	management of the post holder.
Line Management:	The Post Holder will be a member of
(for posts based in mainstream schools)	the Area Additional Support Needs
	Team, with professional line
	management provided by the Area ASN
	Officer and Area ECS Manager. The
	base of the post holder may vary over

time depending on the changing needs of the pupils in the Area. The Head Teacher of the school in which the post holder is based will be responsible for the day to day line management of the post holder.

Job Purpose:

To support learning and teaching within the curriculum and the personal development of pupils with additional support needs.

Key Duties and Responsibilities:

Organisation and Preparation of Resources

- Classroom administration and clerical tasks e.g. photocopying, laminating, filing and displaying pupils' work, creating classroom displays, taking dinner money etc.
- Resource Management e.g. setting up the classroom for specific tasks, clearing away and tidying resources, cataloguing, retrieving and preparing materials for learning and teaching, setting up ICT equipment and various forms of media, preparing homework folders etc.

Curriculum Support

- In-class generic support e.g. general support while pupils are processing new information and ideas, contributing to a positive classroom climate and positive school ethos in building positive relationships with pupils and colleagues etc.
- Individual and group support e.g. reading, scribing, supporting Highland Literacy and Numeracy Programmes, supporting the use of ICT etc.
- Listening to children and using praise and encouragement to support the development of self-esteem, communicating appropriately e.g. using

appropriate language and non-verbal supports, using specialist communication systems e.g. signing, Makaton etc.

- Support for pupils for whom English is an additional language or support in Gaelic Medium education.
- Additional individual support e.g. observation and contributing to the assessment and planning for individuals and groups, providing nurture and emotional support, supporting language programmes and/or movement programmes as recommended by specialist children's services etc.
- Support outwith the classroom e.g. supporting pupils to achieve the desired outcomes while involved in activities outwith the classroom or on visits and trips. Supporting pupils in practical activities e.g. swimming, horse riding, art, science etc.

Personal Care and Development

- Supervision outwith the classroom e.g. in cloakrooms, corridors, dining area, playground etc.
- Providing reassurance, comfort and first aid for minor ailments and playground accidents etc.
- Providing personal care to pupils requiring intimate care e.g. toileting, feeding, intimate medical care etc., in line with agreed protocols and the child's plan, maintaining dignity and enabling independence as far as possible.
- Providing personal care to pupils requiring moving and handling, in line with agreed protocols and the child's plan, maintaining dignity and enabling

independence as far as possible.

- Administration of medicines, in line with medical protocols and the child's plan.
- Supporting the development of mobility, language and emotional literacy by following programmes and activities recommended by specialist support services within the child's plan e.g. speech and language therapy, occupational therapy, behaviour support etc.

Other Duties:

The post holder will be a member of a school team, supporting the development of all pupils. When supporting pupils with significant needs the post holder may also be part of a wider multi-agency team and will contribute to the support identified within the child's plans for those pupils.

Date Compiled:

October 2011
(Pupil Support Assistants working in Gaelic Medium education should be fluent Gaelic speakers.)

Monitoring - Evaluation

Support for Learning and its practice throughout the school is reviewed as part of the School Improvement Plan evaluation.

Useful References:

- Handbook for Pupil Support Assistants
- The Highland Practice Model Delivering Additional Support for Learning
- www.educationscotland.gov.uk/supportinglearners/additionalsupportneeds/index.asp
- www.legislation.gov.uk/asp/2009/7/contents
- www.highland.gov.uk/learninghere/supportforlearners