Oyne School

Additional Support

Needs Policy



March 2017

Review 2020

**Section 1 Introduction**

**At Oyne School we value**

**Fairness, Kindness, Respect, Tolerance, Achievement,**

**Happiness, Being included, Being listened to.**

**Our vision for Oyne School is for happy achieving children to be supported to do their very best learning within a caring school and community.**

Aims

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| *We all have the right to share a safe environment in which to flourish.**We all have the right to enjoy a healthy lifestyle.**We all have the right to learn and develop to the best of our ability.**We all have the right to feel secure and that our skills are encouraged and developed.**We all have the right to learn and achieve through a wide range of experiences both in and out of school.**We all have the right to be involved in the life of the school and can take responsibility for own part in the learning that takes place here.**We all have the right for our opinions and unique qualities to be respected and developed to be the best they can be.**We all have the right to have a voice in the development of learning and the life of the school.* |

The following quote defines the term Additional Support Needs. It is taken from the Code of Practice and emphasises the wide range of factors which may give rise to additional support needs.

The additional support for learning act introduces a new framework for supporting children and young people in their school education and their families. This framework is based on the idea of additional support needs. This new term will apply to children and young people whom, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education. Children and young people may require additional support for a variety of reasons and may include those who:

* Have motor or sensory impairments.
* Are being bullied.
* Are particularly able or talented.
* Have experienced a bereavement.
* Are looked after.
* Have a learning difficulty.
* Are living with significant changes in family circumstances.
* Are living with parents who are abusing substances.
* Are living with parents who have mental health problems.
* Have English as an additional language.
* Are not attending school regularly.
* Have emotional or social difficulties.
* Are on the child protection register.
* Are young carers.

The above list is not exhaustive nor should it be assumed that inclusion in this list automatically implies that additional support will be necessary.

**Section 2 – The Framework of Support and Support Approaches in Oyne Primary School.**

Oyne School uses the Aberdeenshire Staged approach to assessment and planning which is a multi-agency approach informed by the principles of Getting It Right For Every Child.

**Universal Support (Level 0)**

* Class level with advice/consultation within school/Additional Support for Learning (ASL) teacher

**Targeted Support (Level 1)**

In addition to support available at Level 0.

* School level support with planned ASL teacher and/or Pupil Support Assistant (PSA) intervention.
* Advice if required form Enhanced Provision/Education and Children’s Services (E & CS) specialist services

**Targeted Plus Support (Level 2)**

In addition to Level 1.

* School level.
* Cluster level Enhanced Provision.
* Education and Children’s Services (E& CS) Specialist services.

**Intensive Support (Level 3)**

In addition to Level 2

Intensive Targeted Support:

* Multi-agency action as required.
* School with Community Resource Hub (CRH) intervention.

**Section 3 – The Additional Support for Learning Team in Oyne Primary School.**

All staff have a responsibility to ensure individual pupils work towards meeting their full potential. In Oyne Primary School the Additional Support Needs Team (ASN team) will have specific roles and responsibilities in supporting learning. At present the team is as follows:

* Head teacher.
* Additional Support for Learning (ASL) Teacher.
* Class Teacher.
* Pupil Support Assistant.
* Specialist services eg Speech and Language Therapy.

**The role of the Head Teacher as the ASL Team Leader:**

* Coordinating regular whole team meetings.
* Referring pupils to other agencies in and outwith education.
* Ensuring regular monitoring of ongoing and new referrals.
* Enabling liaison with appropriate staff and partnership services.
* Supporting staff to ensure ongoing Additional Support Needs Records are maintained.
* Coordinating school support, in particular the work of the Additional Support for Learning Teacher and Pupil Support Assistants (PSAs).
* Monitoring all pupils’ progress within school and ensuring each child receives the appropriate level of support.
* EAL pupils.
* Looked After Children.
* Managing Pupil Support Assistants.
* Consulting with pre-school providers or secondary destinations at times of transition for pupils with additional support needs.

**The role of the Class Teacher:**

* Ensuring that all children with Additional Support Needs are appropriately supported in class through providing differentiated learning experiences ensuring variation in pace, content, methodology and grouping.
* Consulting with parents and carers at an early stage to promote a collaborative approach to identifying and meeting pupils’ needs.
* Raising concerns about the specific needs of individual pupils with Head Teacher and Additonal Support for Learning Teacher. eg. social, behavioural, emotional, learning and physical.
* All summative and formative assessment of all pupils.
* Highlighting pupils to Additional Support for Learning teacher and Head Teacher and contributing to referrals to other agencies .
* Liaising with appropriate staff and specialist services.
* Consulting with ASN colleagues on creating a support plan for individual pupils, eg. IEP (Individual Education Plan) or ASLP (Additional Support for Learning Plan). Working in partnership with Additional Support for Learning staff to plan appropriate programmes of work for groups or individuals.
* Managing and supporting Pupil Support Assistants.
* Reporting on pupil progress to parents and carers and other professionals.
* Setting and delivering IEP targets in conjunction with ASN staff.

**The role of the Additional Support for Learning Teacher:**

The Additional Support for Learning Teacher has 5 main roles within the school:

* 1. **Consultancy**
	2. **Cooperative Teaching**
	3. **Direct teaching**
	4. **Partnership services**
	5. **Staff Development**

1. Consultancy

The Additional Support for Learning Teacher offers advice on added support as part of the Additional Support Needs and will:

* + Consult with the other members of the ASL team on matching their work to the additional needs of the pupils.
	+ Consult with class teachers and PSAs on prioritising groups and individuals and on programmes of work and suitable resources.
	+ Assess pupils and communicate results to relevant staff.
	+ Consult with class teachers, PSAs and parents and carers on the creation and management of pupil plans.
	+ Consult with relevant Academy/preschool provider and Special School staff at times of transition for pupils with additional support needs.
	+ Consult with parents and carers.
	+ Consult with specialist services and partner agencies where appropriate.

2. Cooperative Teaching

When appropriate the Additional Support for Learning teacher will work collaboratively with the class teacher, where possible, in the class area.

3. Direct Teaching

Direct teaching is especially beneficial for:

* Pupils who have not yet mastered basic literacy and numeracy skills and who need an intensive, structured programme to address difficulties.
* Pupils with specific needs who need individual teaching to progress in learning.

4. Partnership Services

ASL Teacher may liaise with specialist services. This will assist in :

* planning and implementing programmes of work, and supplying aids.
* drawing up IEP targets with class teacher and other professionals.
* assessment and review of special needs.
* making new referrals and updates in conjunction with the Head Teacher

5. Staff Development

ASL Teacher may contribute to staff development in the school by:

* sharing insight and experience.
* offering guidance on materials, equipment and approaches.
* participating in curricular and policy developments in school.
* disseminating information from courses attended.
* undertake relevant CPD training.

**The role of the Pupil Support Assistant:**

The Pupil Support Assistant supports learning and teaching in the classroom, in particular, focusing on pupils with additional support needs by:

* being fully aware of appropriate strategies and consistently implementing them with relevant pupils.
* liaising with appropriate staff and partnership services.
* consulting with appropriate staff on programmes of work, ASLP and IEP targets.
* where appropriate, liaising with parents or carers.
* contributing to support meetings.
* supporting pupils to develop independent learning strategies.

**The role of the parent or carer :**

* Encouraging self-motivation and creating confidence in his/her child’s own ability.
* Encouraging child to complete required homework and instilling positive attitude towards any extra support for learning.
* Attending parental meetings when invited.
* Bringing up concerns with the Class Teacher.

**The Pupil is responsible for:**

* Working to the best of his/her ability.
* Cooperating with others in groups.
* Completing home learning tasks on time.
* Creating personal targets with support from relevant staff and specialist services.
* Evaluating personal progress with support and using evaluation to inform next

**Section 4 – Gathering Information to Identify Needs**

**Identification**

* Consultation between Head Teacher, Class Teachers, Support for Learning teachers and Pupil Support Assistant.
* Parental concerns and requests are directed to the Class Teacher in the first instance.
* Informal consultation with Educational Psychology Service.
* Consultation with other specialist services or partnership agencies – ie Speech and Language, Occupational Therapy.

**Assessment**

Pupil progress is assessed in a variety of ways. Teachers assess what pupils say, what they do, what they make and what they record in jotters. Teacher judgement is reinforced through use of the Aberdeenshire and National benchmarks, summative assessments, standardised assessments, and formative assessments. Further assessment may be undertaken by the ASN teacher if a pupil is experiences specific difficulties.

Identification and Assessment of individual pupils with suspected dyslexia is assessed collaboratively – see (see appendix 2)

**Section 5 – Planning to Meet Individual Needs in Oyne Primary**

**Types of Planning**

**Additional Support for Learning Plan (ASLP)**

An Additional Support for Learning Plan should be considered when a child has additional support needs but are able to work within a group in class. An ASLP will specify strategies and resources to meet the child’s needs. ASLPs are shared with parents and relevant professionals involved and are reviewed when needed. See appendix 2 for an example of Oyne ASLP template.

**Individualised Educational Programme (IEP)**

Where a child or young person faces barriers to learning which cannot be catered for simply by normal day to day planning, differentiation or where further more extended support is required as identified through the assessment and intervention process, an Individual Education Plan (IEP) should be considered. It would normally apply to a child or young person who is receiving some form of additional support for learning beyond the ordinary classroom experience for identified specific needs. IEPs will be shared with parents, carers, pupils, all staff and partnership agencies working with the pupil. The type and number of targets set will depend on the needs of the individual child. In planning to meet pupil’s needs, it is necessary to set both long term targets and short term targets. Long term targets should be for one school session and should be met through a series of short term targets. All targets set should be SMART – specific, measurable, achievable, relevant and timed. In order to establish whether a target has been achieved it is necessary to specify success criteria. Long term targets are reviewed annually and short term targets are reviewed termly.

**Coordinated Support Plan (CSP)**

In order to ensure a co-ordinated multi-agency approach to meeting needs, it may be necessary to consider the preparation of a Co-ordinated Support Plan (CSP). A small number of children and young people have additional support needs arising from complex or multiple factors which require a high degree of co-ordination and support. The purpose of the CSP is to ensure that support is co-ordinated effectively when at least one service is required from out-with what the local authority provides as part of its educational functions.

**More Able Pupils**

At Oyne we are fully committed to meeting the needs of our more able learners. Our school strives to meet the important challenges in a number of ways

* by creating an ethos of achievement for all pupils
* by promoting achievement through high expectations from staff and pupils themselves.
* by using a wide range of effective teaching and learning strategies
* by achieving breadth, balance, coherence, continuity and progression through our use of alternative learning strategies.

**Section 6 – Transitions**

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**Pre-School to P1**

* Review meetings involving parents and relevant professionals are organised for pre-school pupils coming into P1 with additional support needs prior to P1 start date in August, usually through MAAPm (Multi-Agency Action Planning meeting) led by the Health Visitor.
* Pre-school staff will liaise with teacher, ASL teacher and HT during transition. P1 teacher will visit the pre-school provider in Term 4.
* All pre-school pupils are invited to participate in school transition activities which include: Getting To Know You sessions, class sessions, opportunities to play at break time, opportunities to share a school lunch and working with a P7 buddy.

**Transitions with-in school**

* Transitions between year groups, class spaces and teachers are carefully managed. All pupils will have a ‘Step-up’ session in their new classes with their new teachers. Teachers liaise at the end of session to transfer all relevant information about pupils with additional support needs and can consult the ASL Teacher. Further opportunities for transition activities are organised to meet individual pupil needs or concerns.

**Transition to Secondary**

* Class Teachers, Primary and secondary SfL teachers liaise in Term 3 and Term 4 (or earlier if appropriate) and hand over of support plans, pupil profile and relevant records takes place. Including sharing of specific ASL needs including Dyslexia, ASD etc.
* Teachers and SfL teachers consult academy staff to discuss pupil needs.
* Pupils with additional support needs are given additional opportunities to visit secondary school and discuss transition process through enhanced transition programme and bridging group
* Vulnerable pupils are offered an individual enhanced transition experience throughout their P7 year.
* MAAPm or school transition meetings take place when appropriate.

**Transition between Schools**

* All support plans and relevant records are forwarded in the child’s PPR.
* All sensitive information is passed from HT to HT as per new school.
* All information stored on SEEMIS is passed on.

Appendix 1 – Oyne School Additional Support for Learning Plan.

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|  **Oyne School** **Additional Support for Learning Plan** |
| Name Class |
| **Additional Support Needs Summary** |
| **Strengths** |
| **Areas for support** |
| **Approaches/Support Strategies** |

Appendix 2  Oyne School Pathway

Identification and Support of Literacy

 Difficulties and Dyslexia Initial and Date

**Step 1 – Initial concern about literacy difficulties expressed and highlighted to school school from:**

Parent/carer, child/young person, class teacher, Additional Support for Learning teacher,

**Step 2 – Planning meeting organised**

Review meeting scheduled between class teacher, HT and ASL teacher within 6 weeks.

**Step 3 - Evidence of difficulty and successful strategies**

Teacher uses Holistic Assessment Collation form to collate evidence gathered

**Observations**

* What to look for checklist (Early, First, Second)
* Dyslexia Observation Profile
* Parent Checklist

**Learning Evidence**

* Reading
* Writing
* Spelling
* Handwriting
* Visual perspective
* Motor Skills

**Pupil view**

* What Do You Think Sheet
* Smiley face strengths/concerns activity
* Pupil dyslexia check list

\*as appropriate

Date agreed

**Step 4 - Professional Collaborative Meeting – HT, ASL, CT, PSA**

Confirmatory Evidence discussed. Dyslexia agreed/disagreed

**Step 5 - Planning for Support**

Plan agreed

**Step 6 - Regular review and communication with parents**