

GLENCORSE PRIMARY SCHOOL

'A small school building big dreams'

SUPPORT FOR LEARNING POLICY

INTRODUCTION

"Midlothian Council are committed to providing equality of educational opportunity for all children and young people".

ADDITIONAL SUPPORT NEEDS

The following quote defines the term additional support needs. It is taken from "Supporting Children's Learning" 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 who, 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 requirements
- Are being bullied
- Are particularly able to talented
- Have experienced bereavement
- Are looked after
- Have a learning difficulty
- 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 not should it be assumed that inclusion in the list automatically implies that additional support will be necessary".

AIMS OF THE POLICY

- To take account of each pupil's differences and wherever possible ensure structures and support are in place to allow pupils to work towards realising their full potential
- To identify roles and responsibilities of all staff in support for learning

- To ensure early identification of any learning difficulties and/or barriers to learning and implement appropriate interventions.

SUPPORT APPROACHES

Within class

- Differentiation of materials
- Account taken of different learning styles
- Appropriate learning environment
- Early identification of children not achieving appropriate progress with learning
- Use of IEP's where appropriate

Within school

- Liaison with staff supporting learning
- Liaison with class teacher, support for learning teacher, parents and pupil to plan long term/short term target before IEP is drawn up
- Regular evaluation and review of IEP's
- Evaluation and review of the impact of the provision made for pupils with ASN and to what extent it meets their needs
- Clear internal and external referral systems.

ADDITIONAL SUPPORT FOR LEARNING – ROLES AND RESPONSIBILITIES

ASN Co-ordinator

- Has an overview of additional support for learning
- Is responsible for ensuring good communication between school staff and between the school, parents, authority services and outside agencies
- Is responsible for appropriate referrals to the Integration Team and outside agencies
- Will liaise/negotiate with the Integration Team, outside agencies and Pupil Support Managers on the provision of appropriate support

Class Teacher

Class teachers have responsibility for all pupils in their class. Appropriate teaching programmes and methods for all children should be implemented, so that all children can learn at a pace appropriate to their needs, using materials suited to their levels of ability. In order to do this the teacher should:

- Provide appropriate differentiated experiences ensuring variation in pace, content, methodology and grouping
- Raise concerns about individual pupils
- Consult/liaise with appropriate members of staff in order to decide how best to meet the additional support needs to pupils
- Work in partnership with support for learning for learning teacher to plan appropriate programmes of work for groups or individuals

- Report on pupil progress to parents/carers and outreach services and other agencies
- Use allocated learning assistant time appropriately

Support for Learning Teacher

Support for Learning Teacher has five roles within the school:

- Consultancy/liaison
- Co-operative teaching
- Direct teaching
- Staff development
- Assessment

The balance of the five roles of SFL teacher will reflect the pattern of need of pupils. This may change from term to term. Clearly the five roles are inter-connected, with liaison/consultancy being involved throughout.

Learning Assistant

Where a learning assistant is employed to support the learning of pupils, their responsibilities are to:

- Assist class teachers as directed to meet the needs of pupils
- Liaise with SFL teacher, class teacher and other as appropriate

Parents and Carers

All parents have a responsibility to safeguard their child's health, development and welfare. They should:

- Ensure their child is organised for the school day
- Support their child's learning at home and carry out activities recommended to them at home
- Attend meetings and reviews for their child
- Support their child's learning by discussing appropriate behaviour in school

Pupils

Where appropriate, pupils have a responsibility to:

- Work together with adults involved with them in school
- Work with other pupils when appropriate
- To make the most of their school education and to take up opportunities offered to them
- To allow other children to work and play without disruption

