 **EDUCATION & CHILDREN’S SERVICES**

**ASN Policy**

**Skene School**



**Working Together, Learning Together, To Be The Best We Can Be**

**Skene Primary School**

**Additional Support Needs Policy**

As the **Skene School Vision** states, the expectation is that:

**Working Together, Learning Together, To Be The Best We Can Be**

* An **inclusive school** where everyone feels **valued** and **able to participate** in the life and work of the school.
* A **safe, stimulating** **learning environment** where individuals are **supported** and **challenged** to **achieve their full potential**.
* A place where all children are **encouraged** to become **confident individuals, responsible citizens, successful learners** and **effective contributors.**
* **A learning community** which promotes **self-evaluation** at **all levels**, leading to **continual improvement.**
* An ethos which promotes **mutual respect** and **partnership working** within the **school and the wider community.**

**Rationale**

In Skene Primary School we aim to be a fully inclusive community to ensure the participation and highest achievement of all of our pupils. We recognise and value diversity and work collaboratively to ensure each learner is catered for.

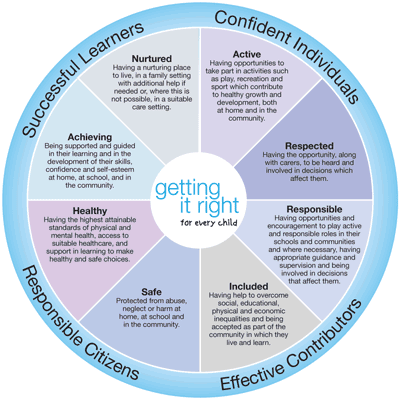
The Additional Support for Learning Act (2004/2009) places an importance on supporting young learners and their families with additional support needs.

Children with additional support needs may include children who:

* have motor/sensory impairment
* are being bullied
* are particularly able or talented
* have experience a bereavement
* are looked after
* have learning difficulties
* are living with parents who have mental health problems
* have English as an additional language
* are not attending school regularly
* have emotional, social or behavioural difficulties
* are on the child protection register
* are young carers
* have a medical condition
* need a nurturing environment
* have developmental and social difficulties, i.e. Autism and ADHD

The above list is not exhaustive. It is important to note that a child with an identified need may not automatically require additional support. Procedures are in place to identify those who would benefit from additional support.

**Setting the Context**

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCJ26nJzJy8cCFYa0FAods2INOg&url=http://www.fifedirect.org.uk/minisites/index.cfm?fuseaction%3Dpage.display%26pageid%3DD6FE42B3-FBBA-55D8-D21783F5B7A5A296%26siteID%3DD00FC91D-E64C-2B5A-3FCFE5D0085E90E0&ei=VDjgVZ3AHYbpUrPFtdAD&psig=AFQjCNEEZMQp05vZ6_BB3aXL7bgcN4ct_Q&ust=1440844232493087)

The Scottish Government (2012) A Guide to Getting It Right for every Child

<http://www.gov.scot/Resource/0045/00458341.pdf>

At Skene School we endeavour to fully support all children to be Successful Learners, Effective Contributors, Responsible Citizens and Confident Individuals (the purpose of Curriculum for Excellence).

To ‘Get It Right for Every Child’ we believe that all children should be:

* safe
* healthy
* achieving
* nurtured
* active
* responsible
* respected
* included

By taking this holistic approach we put the child at the centre, build partnerships with the child, parent/carers and where appropriate other agencies.

At Skene School we take pride in the school environment and are developing it to include nurture/quiet places in each classroom. We will be working towards becoming a dyslexia and autism friendly school next session (2016/17).

Supporting learners is the responsibility of all staff, parents and pupils in every class and at each stage of their journey. The school is accessible for **all** children, including those with physical disabilities in accordance with the Reasonable Adjustments for Disabled Pupils (Scotland) guidance.

**Meeting Learners’ Needs**

Meeting learners’ needs is one of our main priorities at Skene School. Early intervention is key to identifying and supporting difficulties. Class teachers are responsible for daily observations and assessments to build a clear understanding of individual’s strengths and areas for development. We encourage parents to liaise with teachers should there be any concerns and vice versa.

Support can be provided in different ways and it is a staged process. Initially class teachers can be guided and supported by the Head Teacher (HT) and the Support for Learning teacher (SFL) where appropriate. Class interventions and adaptions are the first step towards removing barriers to learning.

*The five roles of the SFL team*

The Support for Learning team play a vital role in the school. Their role may consist of:

**1. Consultancy**

Consultancy can take place informally or through planned meetings and reviews. Effective teaching and learning strategies should be discussed and developed. Conversations are usually focussed on an individual or group and in partnership new strategies and next steps are set to meet the requirements of the child(ren).

**2. Co-operative Teaching**

Class teachers and SFL teachers will at times engage in team teaching opportunities. This is beneficial to further target a range of needs and learning styles in the classroom setting. Co-operative teaching is well planned prior to the session and has a clear focus. Children’s progress can be closely monitored to ensure progression.

**3. Direct Teaching**

It is appropriate at times for individuals or groups to work with the SFL team outside of the classroom. This may be a short block of time to develop specific skills to transfer back in to the classroom and to real life situations. The SFL team and class teacher will work together to identify targets for the individual or group to be developed during these sessions. Interventions are monitored and decisions are made as to whether the individual or child require short term support or long term support.

**4. Liaison with Partner Agencies**

Where appropriate the SFL team will work alongside partner agencies to provide the best care and support for the child (see Supporting Agencies list for more detail).

**5. Staff Development**

The SFL team are involved in the development of staff by contributing to whole school training. They also offer support to staff by introducing new resources and materials to further meet children’s needs. This can also take place through the consultancy role.

**Staged Approach**

Following class intervention children may be referred to the SFL team for direct teaching. Referrals may also be made to the Educational Psychologist for specialised support from other agencies. The school would then work collaboratively to plan appropriately for the child. This may include the following:

*Individual Learning Plan (ILP)*

ILPs may be written for pupils who require planned intervention in a small group context. The pupils are aware of their targets and will contribute to the setting of these targets to increase ownership.

*Individual Education Plan (IEP)*

IEPs may be written for pupils who require significant planned intervention and where their access to the curriculum is significantly different to others. Class teachers and the SFL team work with the child and parents to identify appropriate targets. Children will create a child friendly version with support to ensure ownership for overcoming the targets. IEPs are shared with parents and reviewed on a regular basis.

*Managing Accessibility Plan (MAP)*

A MAP may be used for pupils who require significant planned intervention or who have significant medical issues to ensure they have full access to the environment. MAPs are shared with the parents and all staff who work with the child.

*Multi-Agency Meeting and Action Plan (MAPPM)*

Where more than one agency is involved, multiple agencies join together to meet and plan for a child’s needs.

*Risk Assessment*

Risk assessments may be carried out for children with development and behavioural difficulties to ensure their safety and accessibility at all times. Risk assessments are shared with all staff who work with the child and where necessary these are shared with the parents.

*Co-ordinated Support Plan (CSP)*

This level of support is put in place for a child who requires a high degree of co-ordination and support. In the case of a co-ordinated support plan it is to meet the complex needs of an individual where often the significant support from other agencies.

**Supporting Agencies**

Planning meetings will always be held with agencies and parents to ensure individual pupil needs are met. This may be a Formal Consultation, School Review, Single Agency Planning Meeting or a Multi-Agency Planning meeting. The aim of all meetings it to ensure a collaborative approach is maintained with supporting agencies, school and parents.

Supporting agencies may include the:

* School nurse/Doctor
* Educational Psychologist
* Speech and Language Therapist
* Physiotherapist
* Occupational Therapist
* Visual Impairment Service
* Police Liaison Officer
* Social Work
* English as an Additional Language support service
* ASPECTS (Aberdeenshire Special Technology Service)
* Children’s Hearing Impairment System
* Child and Family mental health services.
* Pupil Support Worker

This list is not exhaustive.

**Additional Support Groups**

Children who are referred by class teachers may attend one of our skill focused groups. Once a teacher has made a referral, the teacher consults with the SFL teacher and/or Head Teacher. If it is recommended that a focus group would best meet the child’s needs the parents will be contacted to receive permission for their child to access this support. Parents will be informed of their progress in these groups.

Focus groups that we offer are:

* Social Skills
* Fine Motor Skills
* Gross Motor Skills
* Memory Skills
* Common Words Spelling
* 1-1eReading (additional support)
* 1-1eReading (challenge)

**Accessing the physical environment**

Skene Primary School is a ground level building. There is a ramp leading to the port-a-cabin and the main entrance for pupils in the main building and a level entrance at the main reception. This means that all entrances are accessible for all, including wheelchair users. A disabled toilet is located in the port-a-cabin and nearby to Room 2. The playground has appropriate surfacing and lots of space for all children. Games are run by our Play Leaders include all, but mainly focusing on the P1-3 pupils.

Widget symbols will be put in place as part of our development work next session (2016/17) to represent areas of the school and resources. Aberdeenshire Council encourages the use of these symbols to create consistency across the school. This ensures that all children can access resources and areas in the school by the symbols.

To facilitate full inclusion, Risk Assessments will be carried out to ensure the requirements of the individual and their safety needs are met.

**Transition**

Transition can be a challenging time for some children and therefore we place a great focus on ensuring there is adequate preparation for this. It is recognised that transition can take place at any time and not necessarily during a change in primary year.

We aim to work with parents to efficiently identify areas of transition that may be causing concern. This could look like the transition from:

* Nursery to Primary 1
* Primary 7 to Secondary 1
* Each stage/ to a new teacher
* Class to the lunch hall/playground

In these circumstances our transition arrangements can be tailored to support the individual.

**Communication**

Communication is key to ensure effective partnership working. At Skene School it is our vision to create a community with a friendly and welcoming ethos. Communication may take place in a variety of ways and this will be adapted according to the situation.

Formal and informal methods of communication include:

* Parents evening
* Scheduled meetings with parents
* The creation of individual plans
* Review Meetings
* Phone calls/ emails
* Pupil Support Assistants linking home and school
* Homework diaries for non-confidential notes
* Reports/Profiles
* Open days/afternoon/emails
* Class Dojo

**Closing Statement**

As stated in the vision it is our priority to ensure every learner reaches their full potential and that barriers to learning are removed. We aim to create a **safe, stimulating** **learning environment** where individuals are **supported** and **challenged** to **achieve their full potential**.

There is a great focus on praising the process and not the product to motivate our learners even when they may find it challenging.

**Working Together, Learning Together, To Be The Best We Can Be**

**References**

<http://www.equalityhumanrights.com/publication/reasonable-adjustments-disabled-pupils-scotland> - Reasonable adjustment acts