



# A S POLICY

**May 2017**

*Dean Park Primary School*

At Dean Park Primary we aim to

- ❖ identify and support needs as early as possible
- ❖ improve confidence, self esteem and foster independence
- ❖ remove barriers to learning
- ❖ maximise learning opportunities for all within an inclusive ethos

This policy outlines how Dean Primary School and Nursery Class identify and support children and young people with additional support needs.

### Contents:

#### **Page**

2	Legislation and Context
3	Identification of Needs
6	Assessment
7	Roles of the ASL Teacher
8	Universal Supports available
9	Targeted Support Available

## Legislation and Context

The Education Scotland (Additional Support for Learning, ASL) Act 2004 states in the Code of Practice that a child has additional support needs where, for whatever reason, the child or young person is, or is likely to be unable without the provision of additional support to benefit from the school education provided.

Additional support needs may arise from the learning environment, family circumstances, a disability or health need, or social and emotional factors, and may be of a permanent or temporary nature.

We work within the framework of national and local policies. (Appendix 1)

## Identification of Needs

Dean Park Primary has a SFL team which includes:

- Support DHT
- SFL Lead teacher
- Visiting specialists from partner agencies eg SALT, OT, Physio
- Visiting English as an Additional Language (EAL) teacher (advisory)
- Pupil Support Assistants (PSA)
- Educational Psychologist
- ASL Service Leader

The City of Edinburgh identifies a Staged Intervention Approach following a pathway framework.

**Pathway One** is personalised support in the classroom, this can be the provision of tools to support independent learning, support through environment, through differentiated planning or through a range of appropriate strategies.

All class teachers have received training in the use of The CIRCLE document as a tool for creating inclusive classrooms and inclusive practice. Class teachers should use the Circle Inclusive Classroom Scale to audit their classroom environment and classroom practice to support learners at pathway 1. Where there are concerns about a pupil, teachers should use the CIRCLE Participation Scale to identify support strategies at Pathway 1.

**Pathway Two** is support from the SFL team. This can be individual or group work or team teaching supporting the class teacher.

If difficulties persist after pathway 1 intervention, a wellbeing concern or schools own referral form (appendix 3) should be completed by the class teacher and returned to the SFL teacher, attaching the Circle Participation Scale to provide evidence of supports already in place.

The SFL team will discuss the referral and allocate support if required. This should be documented in the child's support file. Support may come in a variety of formats – direct tuition with SFL teacher, PSA support, a 1-1 or group intervention, paired reading, motor

skills programme, etc. It may be long or short term and will be reviewed regularly. If further individualised support is required, then a higher level of planning and recording may be required:

- Co-ordinated Support Plan (CSP)
- Individualised Educational Programme (IEP)
- Child's Plan
- ASL profile

**Pathway Three** is support from partner agencies or services as listed below. Referrals are made by the ASL Team, through the GIRFEC process.

As a result of further assessment at pathway 2, support may be requested from a partner service via referral by the ASL teacher or on application to the Additional Support Access Point (ASAP.)

The school has access to a wide variety of partner led services which can be called upon to provide support:

- Children and Adolescent Mental Health Service (CAMHS)
- Community Child Health (CCH)
- Speech and Language Therapy (SLT)
- ASL services include
  - EAL
  - Health and Wellbeing
  - Language and Communication
  - Literacy and Dyslexia Support Service
  - ICT
- Medical Outreach support
- Occupational Therapy
- Resources Team
- Sensory Support Service – this includes the Deaf Support Team (DST) and the Visiting Teachers of the Visually Impaired (VTVI).
- Social Work/Young Carers
- Edinburgh Together

Specialist provision is accessed through the Case Management Review Group (CMRG) in consultation with the Educational Psychologist, school, parents and where appropriate the child.

## Assessment

Pupil progress is monitored at every pathway using standardised assessments and the SFL team meet regularly to plan appropriate support. This may be a block of work with the SFL teacher, 1-1 support, a targeted Intervention or a PSA led group. All supports are reviewed regularly and may be short or long term. Parents and young people are included in all decisions where appropriate, their views considered and feedback given.

Information gathered is recorded in a variety of ways; Child Planning Minutes (CPM), ASL profiles, ASL literacy trackers. Information is shared and careful consideration given to planning for effective transition for children with additional support needs, moving from Nursery to Primary 1, class to class and Primary to Secondary.

Where needs persist the ASL teacher has access to a wide range of diagnostic tools to provide information and plan next steps. These may include:

- Single Word Reading Test - SWRT
- Single Word Spelling Test - SWST
- British Picture Vocabulary Scale – BPVS
- SEAL
- Phonological Awareness Assessment
- CIRCLE document eg participation scale

All children who score 85 (standardised score) or less in the SWRT should be monitored and assessment results recorded on the ASL Literacy Tracker. (Appendix 5) Which is returned to ASL services annually.

## Roles of the SFL Teacher

The Support for Learning Teacher has 5 main roles in supporting staff, parents and pupils regarding additional support needs

1. Direct Teaching and Co-operative Teaching
2. Assessment
3. Consultancy
4. Staff Development
5. Collaborative Working – Getting it Right

The balance of the five roles will reflect the pattern of needs of pupils, the management structure within school and the expertise of the staff involved. This may change from year to year. Clearly the five roles are inter-connected, with consultancy being involved throughout. The SFL teacher has time allocated to all 5 roles and has clear systems in place for assessment, recording and supporting learner's needs.

The SFL team has access to a wide range of strategies and supports which enable learners to reach their full potential. The list below describes some of the Universal and Targeted supports which may be available. The Circle Document provides a more expansive list.



### Supports available:

- Access to ICT
- Visual Timetable in all classes
- Safe Spaces
- Whole school Dyslexia training and Dyslexia Friendly practices embedded
- Aids and adaptations for disabled learners
- Appropriate methods of communication for hearing or visually impaired pupils
- Creative and variety of teaching approaches used to meet the needs of all learners
- Key staff identified to support individuals with an additional support need
- EAL staff support bilingual learners from enrolment and contribute to the professional learning of the school.
- Whole School Autism training and Autism friendly strategies embedded in daily practice
- Effective transition arrangements are in place
- SFL team meet regularly and feedback to staff and parents
- Tracking and Monitoring of attainment in place and considered in planning allocation of support.
- Clear staged Intervention framework in place to identify additional support needs.
- Clear remits for SFL team
- Circle Inclusive Learning framework is embedded across the school and used by class teachers to support pupil at Pathway 1.
- Building Resilience
- Zones of Regulation
- LIAM – Low intensity anxiety management

## Targeted Supports

Targeted supports may include:

- PSA – agreed system and clear criteria for allocating and managing PSA time. Evaluated and reviewed. PSA/SFL/Business manager meetings scheduled and minute.
- LIAM – Low Intensity Anxiety Management
- Fresh Start
- Emotion Works/ Talks/ social skills group
- Talk and Move
- TIPS
- Play boxes
- Talking Time
- Reading and Language Intervention
- Paired Reading
- Support from Literacy and Dyslexia Support Service
- 1:1 Speech and Language programme
- Motor Skills programme
- Toe by Toe
- Support for Highly able pupils
- LIAM

Dean Park Primary aims to provide a high-quality education to all of its learners, to provide effective inclusive practice and to promote a learner- centred approach where all learners are listened to and involved in the management of their own learning.

## School Vision

At Dean Park, we aim to create a learning environment where everyone has the opportunity to FLOURISH (focused, lifelong learner, opportunities, understands, resilient, included, supported and heard).

## Legislative Context

- HGIOS 4

HMIE, 2007, How Good is our School? The Journey to Excellence: Part 3 (Revised edition), Livingston, UK

- Parliament of the United Kingdom, 2010, The Equality Act, London, UK
- Scottish Government, 2004, The Curriculum Review Group, Edinburgh, UK
- Scottish Government, 2006, Scottish Schools (Parental Involvement) Act, Edinburgh, UK
- Scottish Government, 2009, Education Scotland (ASL) Act, Edinburgh, UK
- Scottish Government, 2010, Supporting Children's Learning Code of Practice, Edinburgh, UK
- Scottish Government, 2010, The City of Edinburgh Council – GIRFEC Framework, Edinburgh, UK
- Scottish Government, 2014, The Children and Young People (Scotland) Act, Edinburgh, UK
- The City of Edinburgh Council, 2011, Literacy and Dyslexia Guidelines, Edinburgh, UK
- The City of Edinburgh Council, 2011, Up, Up and Away Document, Edinburgh, UK
- The City of Edinburgh Council, 2014, The City of Edinburgh Child Planning Support Materials, Edinburgh, UK
- The City of Edinburgh Council, 2015, CIRCLE Document, Edinburgh, UK
- United Nations, 1990, The United Nations Convention on the Rights of the Child, National and International Policy, New York, USA

## ASLS Literacy Tracker

Name	DOB	Primary School	P2	P3	P4	P5	P6	P7	Secondary School	S1	S2	S3	Comments
		Dean Park Primary School											