



At Newburgh Mathers School, with the involvement of the whole school community, we enable our learners to know, to do, to be and to live together.

## **Newburgh Mathers School Additional Support Needs Policy**

**September 2017**

Review Date	August 2018
-------------	-------------

At Newburgh Mathers School, with the involvement of the whole school community, we enable our learners to know, to do, to be and to live together.

As a community, we aim to ensure

- The participation of all children in planning for their learning
- Respect for each other
- Diversity is celebrated
- The development of resilience and determination
- High expectations and achievement for all
- Leadership for learning at all levels
- Children receive the support they need, when they need it, from an adult who knows them well.

The whole school community values Rights, Respect and Responsibility, or simply, Be Clever, Behave, Be Healthy.

### **Rationale**

At Newburgh Mathers School and Nursery we aim to be a fully inclusive community to ensure the participation and highest achievement of all of our pupils.

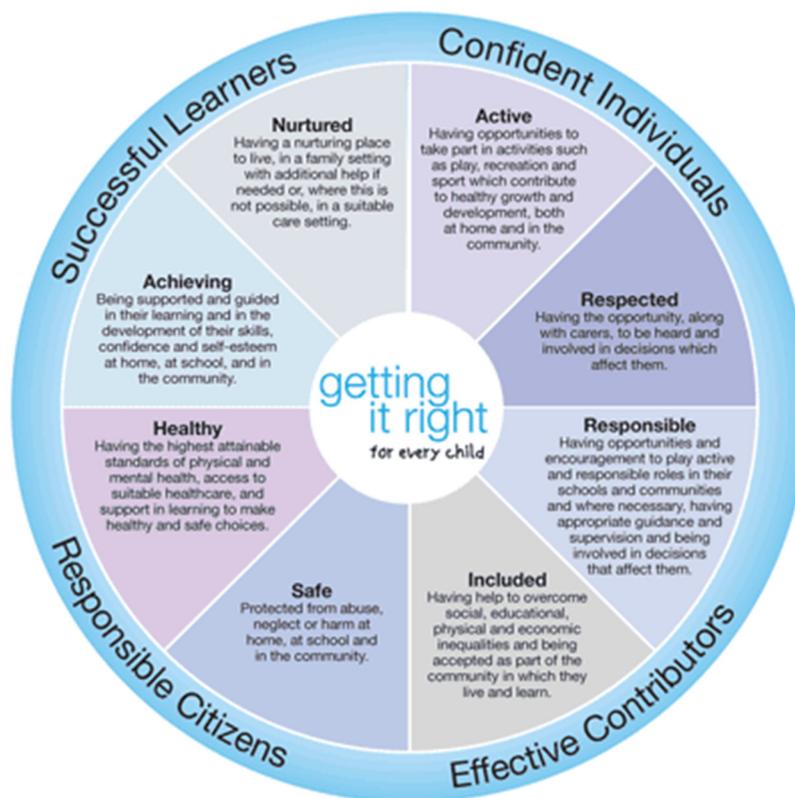
The Additional Support for Learning Act (2004/2009) places an importance on supporting young learners and their families with additional support needs.

Children with additional support needs may include children who:

- have motor/sensory impairment
- are being bullied
- are particularly able or talented
- have experienced 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.

## The Context



The Scottish Government (2012) A Guide to Getting It Right for every Child  
<http://www.gov.scot/Resource/0045/00458341.pdf>

At Newburgh Mathers School we endeavour to fully support all children to be Successful Learners, Effective Contributors, Responsible Citizens and Confident Individuals (the capacities to be developed via the 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

## Child At the Centre

By taking this holistic approach we put the child at the centre, build partnerships with the child, family and, where appropriate, other agencies. We actively seek the child's views when we plan support or set targets and we have robust systems in place for ensuring these views are sought, heard and valued when we review or amend arrangements.

At Newburgh Mathers School we take pride in the school environment and are developing it to include quiet places in each classroom for children to go to if they choose. We are working towards developing our classrooms as autism- and dyslexia- friendly environments over the coming sessions.

Supporting learners is the responsibility of all staff, parents and pupils in every class and at each stage of their journey. In accordance with the Reasonable Adjustments for Disabled Pupils (Scotland) guidance, the school is accessible for all children with a disability.

### **Personalised Support**

Personalising support in order to meet learning needs is one of our main priorities. We deploy our Pupil Support Assistants and Additional Support for Learning teacher where needs have been identified across the school and nursery with a focus on early intervention. Early Years Practitioners and Class teachers are responsible for daily observations and assessments to build a clear understanding of an individual's strengths and areas for development. We encourage parents to liaise with teachers should there be any concerns and vice versa.

All practitioners and class teachers are expected to ask themselves the Five GIRFEC questions in relation to support being given in class and where there is a concern:

1. What is getting in the way of this child or young person's wellbeing?
2. Do I have all the information I need to help this child or young person?
3. What can I do now to help this child or young person?
4. What can my agency do to help this child or young person?
5. What additional help, if any, may be needed from others?

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 Additional Support for Learning teacher (ASL) where appropriate. Class interventions and adaptations are the first step towards removing barriers to learning.

### **The five roles of the ASL teacher**

The Additional Support for Learning teacher plays a vital role in the school. The 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 ASfL 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 ASL teacher 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 ASfL teacher 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 ASL teacher 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 ASL teacher is 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 ASfL teacher for support or 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 or small group Learning Plan*

These 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 prior to each school meeting with a review of all covering information at the end of the session.

##### *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 (MAAPM)*

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, with the parents and with the child where appropriate.

##### *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 is 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.

## **The Named Person Role (updated March 2017)**

- The purpose of the Named Person role is to make sure children, young people and parents have confidence that they can access help or support no matter where they live or what age the child is.
- The Named Person is a central point of contact who is responsible for working with children, young people and parents, and helping them get the support they need if and when they need it.
- At Newburgh Mathers School, the Named Person is the Head Teacher, currently Sinéad Lindsay.
- At the Nursery for Newburgh Mathers School, the Named Person for all children in preschool is the Health Visitor, currently Ann Ingram.

## **The Named Person Service**

- The term 'Named Person service' is used to describe the organisational arrangements and context within which the Named Person role operates.
- The Named Person service should include making Named Persons available to children and young people, and the provision of all policies and procedures that support and relate to the Named Person role (e.g. local information sharing protocols).
- The Named Person service also includes providing management support to Named Persons, including robust professional support and supervision. The service should incorporate clear governance structures to ensure that there is accountability within the organisation for making decisions and putting in place policies and procedures to support Named Persons in carrying out their role.
- It is national policy for organisations to make the Named Person service available, but there is no obligation for children and young people or parents to accept any offer of advice or support from the Named Person. Non-engagement with a Named Person is not in itself a cause for concern.

## **Information Sharing**

- Effective communication, including sharing relevant and proportionate information, where appropriate, in accordance with the Data Protection Act 1998 and Human Rights Act 1998 should be current routine practice.
- Provision of a Named Person service now, under current policy, and in the future, when the amended Part 4 of the Act is commenced, should operate within this existing legal framework.

## **Additional Support Groups**

Children who are referred by class teachers may attend one of our skills groups. Once a teacher has made a referral, the teacher consults with the ASL teacher and/or Head Teacher. If it is recommended that a focus group would best meet the child's needs, parents will be contacted to receive permission for their child to access this support. Parents will be informed of their progress in these groups via written reports, parent meetings and other means as appropriate.

Focus groups that we offer are:

- Fine Motor Skills
- Gross Motor Skills
- 1-1 Reading (additional support)
- 1-1 Reading (challenge)
- Emotional support
- Support for transition to S1

## **Accessing the physical environment**

Newburgh Mathers School is a ground level building but with a number of steps for accessing the dinner hall and some early stages classrooms. A disabled toilet is located in the nursery. The playground has appropriate surfacing and lots of space for all children. There are steps to access the field. Games run by our Play Leaders include all, but mainly focus on the P1-3 pupils.

Widget symbols are in place as part of our drive towards Total Communication. These symbols represent areas of the school, resources and visual timetables. 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**

We place a great focus on ensuring there is adequate preparation for transition. 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 be the transition from:

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

Our transition arrangements can be tailored to support the individual child depending on the need which will be identified either by parents at the enrolment phase or within school by class teachers and support staff. We have systems in place to ensure that the children's views about their learning and the most effective support for them are passed on to teachers at the next stage, often via a 'passport' or profile which is prepared with the child by the ASL teacher and shared with parents and the class teacher. The class teacher should store these profiles in their red registration folder and share with Pupil Support Assistants and visiting specialist teachers.

### **Communication**

Communication is key to ensure effective partnership working. At Newburgh Mathers 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
- Homework diaries for non-confidential notes
- Reports/Profiles
- Open days/afternoon/emails

### **References**

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

I am aware of the contents of this policy and have read it following its completion. Please initial and date.
