

A S POLICY

Longstone Primary School

kindness

creativity



Good, better, best, we will
never rest until our good is
better and our better is best.



pride

resilience

respect

At Longstone Primary School we aim to:

- Identify and support needs as early as possible.
- Improve self-esteem and confidence.
- Increase motivation and encourage independence.
- Maximise learning for all within an inclusive learning environment.

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

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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

Each school has an ASL team which includes:

- ASL Leader
- ASL Teacher/s
- Visiting English as an Additional Language (EAL) teacher
- Pupil Support Assistants (PSA)
- Educational Psychologist
- ASL Service Leader (see Appendix 2)

The City of Edinburgh identifies a Staged Intervention Approach following a pathway framework. Staff should use the ASL Pathways Support Flowchart (Appendix 3) to support the pathways.

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 in consultation with a member of the ASL team, should use the CIRCLE Participation Scale to identify support strategies at Pathway 1 (For pupils requiring support for the first time, complete the Pathway 1 – Discussion with ASL team document) (Appendix 4). All teachers have copies of the CIRCLE document (Child Inclusion Research into Curriculum Learning Education (2015)) in class and / Red SfL folders.

Pathway Two is supported by the ASL team. This can be individual, group work or team teaching supporting the class teacher.

If difficulties persist after pathway 1, the class teacher, in consultation with a member of the ASL team will examine the supports in place and discuss next steps. A Pathway 2 – Referral form (Appendix 5) is completed. (Supporting documentation should be attached).

Support allocated at Pathway 2 is recorded and updated regularly on the SFL tracker (Appendix 6). 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

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 – supporting learners in a range of areas
 - English as and Additional Language (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
- Barnardos
- Children 1st (0-5)
- ASL - ICT team

- **Pathway Four** is support through specialist provision and 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 ASL team meet regularly to plan appropriate support. This may be a block of work with the ASL Teacher, 1-1 support, a targeted Intervention or a PSA led group. All supports are evaluated and 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 files, Strategy and Support Records, ASL class 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 children need an individual plan, an IEP is created with children friendly targets.

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
- Progress in Maths
- National Group Reading Test - NGRT
- York Assessment of Reading Comprehension (early years and older version)
- Verbal and Non-Verbal Reasoning Test
- Phonological Awareness Toolkit
- SEAL Maths screener assessment

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 6) Which is returned to ASL services annually.

Roles of the ASL Teacher

The ASL Teacher has 5 roles

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.

1. Teaching: Direct and Co-operative

The Support for Learning teacher plans, delivers, records and evaluates lessons for groups of learners or for individual learners. This may be done co-operatively, with a class or subject teacher.

Examples:

- Fresh Start group
- Literacy and Dyslexia Programme
- Supporting children in the class
- Individual teaching programmes for learners with exceptional/low incidence needs as part of an ongoing IEP

2. Assessment

The Support for Learning teacher is familiar with a range of assessment tools. Appropriate assessments are undertaken to provide baseline information, to inform planning and to track progress.

Examples:

- Pre and Post intervention assessments e.g. Read, Write Inc. and Fresh Start
- Assessments recommended in Literacy and Dyslexia Guidelines (YARC, SWRT etc.)
- Using Standardised Assessments to track progress
- ASL Literacy Tracker

3. Consultation

Management, teaching and support staff may consult with the Support For Learning teacher, for advice on meeting a range of needs. Consultation between parents and Support for Learning teachers will ensure awareness of effective support strategies in a range of contexts.

Examples:

- Support for Learning teacher contributes to ASL team meetings
- Class teacher seeks advice about support strategies for a pupil with dyslexia
- Consultation with parents to discuss needs and support strategies for learner.

4. Staff Development

The Support for Learning teacher contributes to staff development by planning and delivering Professional Learning Opportunities. This may be at whole-school level or for individuals or groups of staff. Training may be provided within the Support for Learning teacher's own school, at cluster level or city-wide.

Examples:

- Training on identifying and supporting children with Dyslexia

5. Collaborative Working: Getting it Right

The Support for Learning teacher works collaboratively with SLT, class teachers and a range of Partnership Services and Agencies to meet the needs of all pupils.

Examples:

- Taking part in Child Planning Meetings
- Individualised Educational Programmes (IEPs)

Universal Supports available

The ASL 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.

- Access to ICT
- Visual Timetable in all classes
- Safe Spaces and Calm Corners
- 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
- ASL 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 ASL team
- Circle Inclusive Learning framework is embedded across the school and used by class teachers to support pupil at Pathway 1.

SUPPORTING LEARNERS AT LONGSTONE PRIMARY

LITERACY/COMMUNICATION/MOTOR			
INTERVENTION	FOR WHO	WHAT DOES IT INVOLVE	WHO TO CONTACT
Read Write Inc	P3-5 Learners not making expected progress in literacy	3-4 x 45 minute sessions a week with the SfL teacher, in a small group. Reading and writing with stage appropriate books in a progressive programme	SfL teacher
Read Write Inc Hotlisting	P3-5 Learners not making expected progress in literacy	3 x 15 minute sessions, 1-1 with a PSA. Reading and writing words using sounds.	SfL teacher
Fresh Start	P5-7 Learners not making expected progress in literacy	3-4 x 45 minute sessions a week with the SfL teacher, in a small group. Reading and writing with stage appropriate books in a progressive programme	SfL teacher
Word Hornet Word Wasp Toe by Toe	P6-7 Learners not making expected progress in literacy, particularly those with a difficulty in hearing/reading/writing sounds.	3-4 10 minute sessions a week 1-1 with a PSA or in class. Working through the book, reading/spelling words until mastered.	SfL teacher
IDL Spelling	P4-7 Learners not making expected progress in Spelling.	4-5 daily sessions of 15 minutes. Computer based programme requiring pupils to work on their own to read, memorise and type words with the correct spelling	SfL teacher

INTERVENTION	FOR WHO	WHAT DOES IT INVOLVE	WHO TO CONTACT
Walter Scott Paired Reading	P2-3 Learners who would benefit from a confidence boost in Reading	1 weekly session of 30 minutes with an adult volunteer 1-1 reading books and playing games	SfL teacher
Listening Groups	P1-3 Pupils who would benefit from support with their communication skills	1-2 weekly sessions of 30 minutes with a PSA, in a small group. Playing games/doing activities from the Teaching Children to Listen programme	DHT
Phonics Group	P1-2 Learners not making expected progress in reading and spelling sounds.	1-3 weekly sessions of 30 minutes with SfL teacher, in a small group. Lots of practise reading and writing sounds as well as/or other activities to develop phonological awareness (phonics)	SfL teacher
Fine Motor/gross Groups	P1 Learners not making expected progress with motor skills such as cutting, threading and handwriting or throwing/catching.	In class or a small group, 1-3 sessions with a PSA or the SfL teacher. Lots of practise of motor skills such as cutting, threading, writing patterns or throwing catching/movement activities	SfL teacher
TIP groups (Therapy Inclusion Project)/ Sensory Circuits	P1-7 Learners with difficulty with fine motor skills, gross motor skills and/or social communication.	Group 2x per week 30-45 minutes with a PSA. Structured programme, tailored to needs of pupils.	SfL teacher
Speed Up Handwriting	P3 upwards Learners with difficulty with handwriting	In class, small group or 1-1 for around 8 weeks with PSA or class teacher. A kinaesthetic programme to develop fluent handwriting for children aged 8-13.	SfL teacher

INTERVENTION	FOR WHO	WHAT DOES IT INVOLVE	WHO TO CONTACT
Dyslexia Support Programme (DSP)	Learners who have been assessed as having Dyslexia and whose learning in Literacy is severely affected.	Personalised 1:1 programme, devised in liaison with the SfL teacher and the authority's Dyslexia team. 3-4 weekly sessions of 30minutes with a PSA.	SfL teacher

PSA – Pupil Support Assistant

SUPPORTING MATHS AT LONGSTONE PRIMARY

MATHS			
SUPPORT	FOR WHO	WHAT DOES IT INVOLVE	WHO TO CONTACT
MATHS RECOVERY	P5-7	2-4 sessions per week, in a small group, with a PSA focusing on Numeracy skills. Based on SEAL Maths programme.	SFL Teacher/ PSA
6 MINUTE SEAL	P3-7	3-5 sessions per week 1:1 with a PSA focusing on Numeracy skills. Based on SEAL Maths programme.	Class Teacher
Plus 1/ Power of 2 Maths Intervention	P4-7	Learners not making expected progress in Maths. 3-5 sessions per week 1:1 with a PSA focusing on Numeracy skills.	PSA
Maths IDL	P4-7	Learners not making expected progress in Maths. 3-5 sessions per week on an iPad. Completing Maths lessons and Times Tables practice.	Class Teacher/ SFL Teacher

SUPPORTING LEARNERS AT LONGSTONE PRIMARY

HEALTH			
INTERVENTION	FOR WHO	WHAT DOES IT INVOLVE	WHO TO CONTACT
PLACE2BE GROUP	P1-7	6-8 weekly group sessions of Art/Play with therapist	Place2Be School Project Manager
PLACE2BE 1-1	P1-7	From a term to two years weekly Art/Play therapy 1-1 with trainee therapist.	Place2Be School Project Manager
PLACE2TALK DROP IN	P1-7	Drop in sessions available to all pupils P1-7.	Place2Be School Project Manager

FOREST SCHOOLS	P4-5	6-8 weekly Forest Schools sessions in a small group with Forest Schools teacher and a PSA	Forest Schools Teacher
SEASONS FOR GROWTH	P4-7	8 week structured programme about loss and grief in a small group with Support for Learning teacher and a PSA	SFL Teacher
NURTURE GROUP	P1-7	6-8 weekly small group sessions on nurturing activities such as baking, planting.	PT
GO FITBA	P4-7	12 week after school programme to encourage fitness, healthy eating and social skills	HT
TEAM (Together Equality Achieves More)	P6-7	Weekly after school programme at Tynecastle to encourage confidence and widen social interactions.	HT
GOAL GETTERS	P7	Programme using physical activity and interaction to build capacity and resilience in pupils transitioning to secondary school. <i>N.B. Due to start in session 2019-2020</i>	HT
ENHANCED TRANSITION PROGRAMME P7/S1	P7	Extra support for pupils, as necessary, to support transition to high school.	HT
ENHANCED ENROLMENT	N-P7	Additional meeting to gather information on new pupils e.g. EAL learners, pupils with ASN	DHT/HT
MERCHISTON BUDDYING	P6-7	Weekly sessions September-March with a young person from Merchiston Castle school – games and activities to build confidence.	HT
EMOTIONS TALKS GROUP	P1-7	Weekly sessions, duration depending on need, to support pupils with emotional literacy. Delivered by school staff or Additional Support for Learning staff.	HT/DHT
KITBAG	N-P7	Mindfulness resource for home/school. Can be done in whole class, group, at home. Kit can be borrowed from school.	Health Coordinator/HT

LOW INTENSITY ANXIETY MANAGEMENT (LIAM)	Any	A structured programme using the principles of Cognitive Behavioural Therapy to help pupils with anxiety. Delivered by a school nurse.	HT/School Nurse
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PSA – Pupil Support Assistant

The school can make referrals to specialist health services where it is appropriate, and families can get advice about this from HT/DHT. Families can also speak to their GP about referrals to these services which include:

- Occupational Therapy
- Community Child Health
- CAMHS (Children and Adolescent Mental Health Service)

SUPPORTING FAMILIES AT LONGSTONE PRIMARY

FAMILIES			
SUPPORT	FOR WHO	WHAT DOES IT INVOLVE	WHO TO CONTACT
PLACE2BE	Parents/Carers Nursery to P7	Parenting support. Family Therapy	Place2Be via admin@longstone.edin.sch.uk
PALS	Parents/Carers Nursery to P7	Information about the school	longstoneparents@gmail.com
CHILDREN'S 1 ST MOD FAMILY SUPPORT TEAM	Families with a parent serving in the armed forces who has served previously in the armed forces	Support and advice	lynn.mcgilvary@children1st.org.uk
ARMY WELFARE COMMUNITY WORKER	Families with a parent serving in the armed forces who has served previously in the armed forces	Information	Army Welfare Office – contact office for details
RAISING CHILDREN WITH CONFIDENCE	Parents/carers of children 0-11 years	Parenting course – 6 weeks.	Raising Children with Confidence (joininedinburgh.org)
INCREDIBLE YEARS	For parents and carers of 3 to 5 year olds.	Parenting course - takes place over 14 weeks	Parenting courses for help with ages 3 to 10 years – The City of Edinburgh Council
PRIMARY TRIPLE P	For parents and carers of 6 to 10 years olds takes.	Parenting course - place over nine weeks	Parenting courses for help with ages 3 to 10 years – The City of Edinburgh Council
TEEN TRIPLE P	For parents and carers of 11 to 16 years olds takes.	Parenting course – 6 modules	Teen Triple P (11-16 year old behaviour) (joininedinburgh.org)
PEEP LEARNING TOGETHER	<ul style="list-style-type: none"> Baby Peep Peep ones and twos Peep threes and fours 	Weekly sessions - Supports parents and carers to value and build on the home learning environment and relationships with their children.	Peep Learning Together Programme (0-5 years) (joininedinburgh.org)
E-SAFETY	All parents/carers of children and young people	Online resources, support and advice	Online safety Parent Club Online Safety for Children - Tips & Guides NSPCC
DISCOVER HOLIDAY PROGRAMME	Parents/Carers Nursery to P7	Free holiday programme	Contact the school office

Longstone Primary School 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.

This policy has been shared with staff and parents and reviewed regularly in line with the school's Standards and Quality Improvement Plan.

Legislative Context

- Additional Support for Learning, Statutory Guidance 2017
- HMIE, 2015, How Good is our School? Fourth 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, 2019, 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

- ASL Leader – Angela Pearston / Sonia Masson
- ASL Teacher/s – Robyn Lane/ Joy Goodlet
- Visiting English as an Additional Language (EAL) teacher – Olga Hunter
- Pupil Support Assistants (PSA) Team
- Educational Psychologist – Kay Pugh
- ASL Service Leader – Emma Dougan

Pathways of Support Overview

● Pathway 1-needs met within class

Refer to *Checklist for identifying needs/ Supports and strategies* in Literacy and Dyslexia Guidelines. Use *SEAL maths assessments /SFL supports and strategies*.

Implement appropriate supports and strategies.

Pupil with possible additional support need is identified.
Discuss with member of ASL team.

Identify key areas of challenge using the *CIRCLE Participation Scale, Up, Up and away* document and Child Planning Sheet (CPS).

Implement appropriate skills, supports and strategies.

Monitor and review impact.

● Pathway 2-needs met within school

Review supports at Pathway 1 and if difficulties persist, discuss with parents/carers. ASL team begin Pathway 2 assessment and support implemented / partner services advice sought, if appropriate. Monitor and review impact.

● Pathway 3- needs met within support from external services

If involvement from Partner Services or Agencies is required within school, the process of CPM planning begins, an Assessment of Need is completed and a referral should be submitted to ASAP (Additional Support Access Point) or directly to NHS partners.

● Pathway 4- needs met through alternative provision

Additional support may be required through alternative provision from Partner Services and Agencies at a specialist setting.

Individualised Educational Programmes (IEP) Calendar

Term 1- September

Plan new Long and Short Term Targets

- New class teacher/ PSA / SfL
- Create **Pupil Friendly** Short term targets booklet and share with pupil.
- Gather pupil views and update any targets if needed.
- Create Strategy Sheet if required
- Share IEP document with Parents/ Carers and gather their views on targets.

October

- Share progress towards new STTs at Parents Consultation Meeting.
- CT/ SfL T/ Parent/Carers

Term 3- January

Assess and evaluate IEP Short term targets

- Current class teacher / PSA/ Child evaluation

Update IEP Short term targets

- Share with child and gather their views on new targets. SFL teacher send home new updated IEP targets to parents/ carers.

March

- Share progress towards new STTs at Parents Consultation Meeting.
- CT/ SfL T/ Parent/Carers

Term 4

May

Assess IEP Short term and Long term targets

- Current class teacher / PSA/ SfL

Gather pupils views and evaluate their targets together

- Pupil
- CT/ SFL teacher or PSA- to gather pupil views
- Send Evaluated IEP document home to Parents/ Carers

June

Handover meeting: Share Evaluated Long Term Targets and discuss possible Long Term and Short Term Targets for next session.



Longstone Primary School Monitoring and Evaluation

ASL Liaison Meeting –



Class -

Teacher -

ASL-

HGIOS 4 Quality Indicators

2.4 Personalised Support

- *Targeted support – Learners' needs are identified early through reliable and valid assessment and well-planned interventions are leading to positive outcomes for children.*

3.2. Raising Attainment and Achievement

SNSA

high	above average
medium	average
low	significantly below
average	

CfE

On track – to achieve level/has achieved level
Not on track - to achieve level/has not achieved level

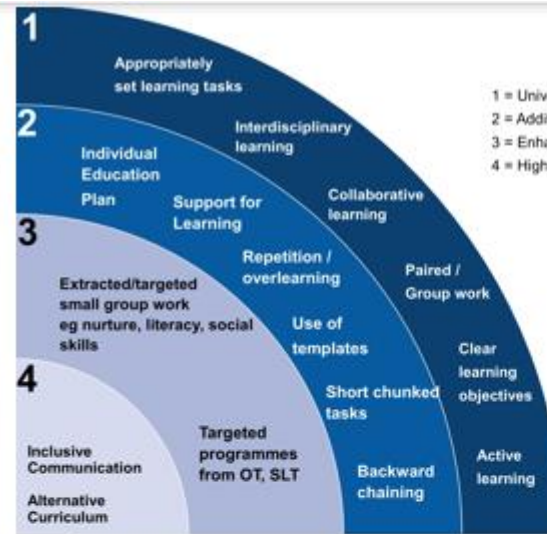
Structure and routines

- 1 = Universal Supports
- 2 = Additional in School Supports
- 3 = Enhanced / Partnership Supports
- 4 = Highly Individualised Supports



Skills

- 1 = Universal Supports
- 2 = Additional in School Supports
- 3 = Enhanced / Partnership Supports
- 4 = Highly Individualised Supports



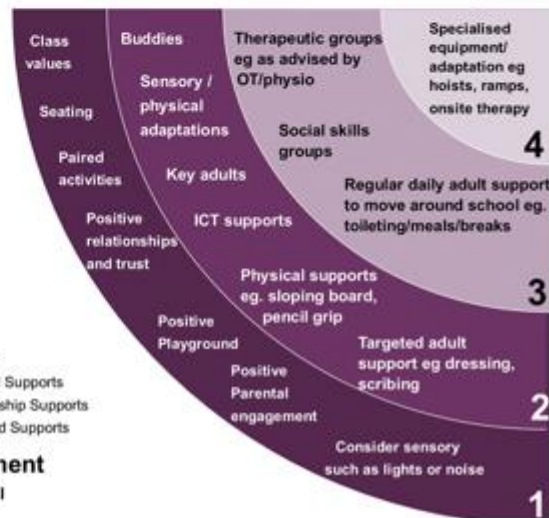
These example strategies are taken from the primary and secondary CIRCLE resources and Up, Up and Away for early years.

Please refer to these resources for further examples of strategies and supports.

Some strategies and supports could be placed differently within the visual depending on the specific ways they are implemented. The visual should be used as an example to support planning.

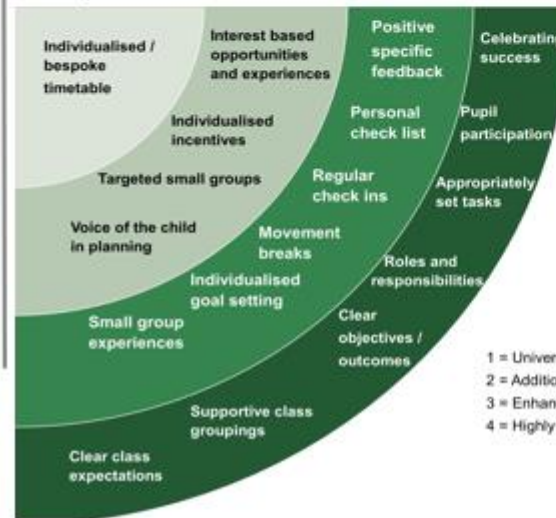
- 1 = Universal Supports
- 2 = Additional in School Supports
- 3 = Enhanced / Partnership Supports
- 4 = Highly Individualised Supports

The environment physical and social



- 1 = Universal Supports
- 2 = Additional in School Supports
- 3 = Enhanced / Partnership Supports
- 4 = Highly Individualised Supports

Motivation





1. Look at each pupil in the class.

Which pupils are not on track to achieve expected levels and you think need further support? Record your evidence as well as current supports.

PUPIL	On track – Y Not on track – NY Support to keep on track/ Not yet on track - Y			SIMD 1/2 and/ or FSM Y/N	How do we know? Consider evidence in the 5 areas. Attainment, Attendance, Participation, Engagement, Exclusion	Targeted Support: Please indicate Pathway: 1 (in class), 2 (SfL), 3 (partner agencies) and PEF funded (PEF)	Actions from Today's Meeting
	HWB	L	N				
John Brown P1 EXAMPLE	Y	NY	Y	Y	Literacy – Baseline 80, LRE assessments 10/35. SNSA Low. Maths Medium Pim8 89. Parental engagement with homework minimal – attended parents evening. Attends lunchtime club and choir. No issues with attendance.	Differentiated group work (Pathway 1). PSA supported reading (Pathway 1). SfL 2 per week on sounds (Pathway 2). Homework Club (Pathway 1 - PEF). Maths Recovery Term 2 (Pathway 2 - PEF)	*Continue to allocate place in Homework Club *Share important information when mum comes to parents evening.

2. List pupils on track but requiring support in class at Pathways 1 and 2.

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ASLS Literacy Tracker

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