

Wallace Hall Academy



Additional Support for Learning Policy 2-18

April 2022

1.1 About Additional Support Needs – Education Scotland

‘The Additional Support for Learning’ legislation provides the framework underpinning the system in Scotland for supporting children and young people in their education, and their families. This framework is inclusive in its approach and is based on the concept of additional support needs. This term applies to children and young people who, for whatever reason, require additional support, long or short term, to help them make the most of education.’

1.2 Rationale

Our school policy and procedures outlines how Wallace Hall will meet our duties under Additional Support for Learning legislation. The policy provides information about learning opportunities for all children. As with all our practice, this is dependent on successful, working partnership with parents, carers, staff and pupils. The Policy is built on the principles within Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009, Education Scotland and Dumfries and Galloway Council’s Policy and procedures.

We believe that all children learn in different ways and may require additional support for a variety of reasons, at different times in their education. These factors fall broadly into four overlapping themes – learning environment, family circumstances, disability or health need and social and emotional factors. The same factor may have different impacts on individual learning, therefore, support strategies may vary to meet individual needs. For some children, the support they will require will be of a long-term nature, whereas for others, it may only be for a temporary period in their schooling.

1.3 Ethos

Central to the philosophy of the Support for Learning Department at Wallace Hall, is the wellbeing and education of all learners. Our philosophy is informed by both National and Regional legislation and policy.

Additional Support for Learning has a key role to play in enabling the principles of Inclusion to underpin the whole school professional practice by:

- Creating an ethos of achievement for all pupils within a climate of high expectations
- Valuing a broad range of talents, abilities and achievements
- Promoting success and self-esteem by taking action to remove barriers to learning
- Countering conscious and unconscious discrimination that may prevent individuals from thriving in schools
- Actively promoting understanding and a positive appreciation of the delivery of individuals and groups within society

1.4 Aims

Within Wallace Hall, our Additional Support for Learning Policy aims to:

- ensure children's needs are recognised early on in their school life and appropriate support given;
- detail an identification and review system to best meet the needs of pupils requiring additional support
- through a consistent, equitable and transparent approach;
- outline the roles and responsibilities of teachers, school staff and specialist support services;
- ensure the views of children and their parents are taken account of when making decisions which affect them.

Getting It Right For Every Child

GIRFEC promotes an integrated, common approach to understanding and developing children's wellbeing across Council Services, Health and other partners. It supports practice to ensure action can be taken as early as possible to improve outcomes for the child or young person. It also supports the recording of information in a consistent way, allowing it to be collated to provide a shared understanding of the needs of a child or young person. The following wellbeing indicators underpin all assessment of young people's needs:

Safe: Children and young people are protected from abuse, neglect or harm at home, school and in the community.

Healthy: Children and young people have the highest attainable standards of physical and mental health, as well as access to suitable health care and support that can assist healthy and safe choices being made.

Achieving: Children and young people are supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and community.

Nurtured: Children and young people have a nurturing place to live, in a family setting with additional help if required or where this is not possible are placed in a suitable caring environment.

Active: Children and young people have opportunities to take part in activities such as play, recreation and sport – all contributing to healthy growth and development at home and in the community.

Respected & Responsible: Children and young people are encouraged to have an active and responsible role within their family, school and community.

Included: Children and young people receive assistance to overcome social, educational, physical and economic inequalities and are accepted as part of the community where they live and learn.

1.5 Additional Support Needs Definition

Any barrier to a child or young person's learning that is limiting their potential to benefit from education. Some pupils will require additional support in order to develop to their fullest potential for a variety of reasons.

The reasons can include:

- Social or emotional difficulties
- Problems at home
- Being Particularly able
- A physical disability
- English as a second language
- A learning disability
- Autism
- Attention Deficit Hyperactivity Disorder
- Dyslexic type difficulties
- Moving home frequently
- Behavioural difficulties
- Bullying
- A sensory impairment
- Communication problems
- Being a young carer

These are some of the reasons for Additional Support however there are many others. It is important to recognise that Additional Support Needs will always depend on each individual child as any number of different circumstances can affect a child's ability to learn.

Agencies which support us at Wallace Hall include:

- Education Psychology
- Speech and Language Therapy
- Inclusion Team
- Autism Outreach
- Visual and Hearing Impaired Team
- Looked After Children (LAC) Team
- CAMHS
- NHS: Occupational Therapy, Physiotherapy, Psychology services
- Social Services

1.6 Time Allocations

Support is organised within the national guidelines of the Structure and Balance of the Curriculum. However, it may be necessary for specific children to spend additional time working on an aspect of the curriculum to help support their learning.

An annual allocation of Education Support time is given to the school.

Curriculum for Excellence aims to provide a coherent, inclusive curriculum so that all children and young people can participate in learning, whatever their circumstances.

Approaches to learning and teaching and opportunities to access learning in different contexts and using a range of provision delivered within the classroom, the school and beyond the school are designed to encourage, motivate, support and engage young people in learning.

1.7 Assessment and Review Process

Identification & assessment of additional support needs may be as a consequence of:

- Initial assessment by classroom teacher
- Identification of specific learning outcomes which require a differentiated approach discussed through Support for Learning Consultations
- Through discussion within our Pupil Support meetings
- Lack of progress against outcomes

- Enhanced assessment by Educational Services staff
- Further assessment by psychological services
- Assessment by social work/health services if appropriate Parents and children are also a crucial part of this process.

1.8 Management of Additional Support for Learning

Universal Support

It is the entitlement of every child to be supported throughout their early education, formal education and onwards to adulthood. Curricular experiences are planned by staff according to the Curriculum for Excellence design principles of:

- Challenge and enjoyment,
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Using these principles, teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases teachers will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

‘Differentiation involves adapting learning, teaching and assessment to meet the learning needs of individual children. It is not a single approach but includes a number of elements, for example modifying content, processes and products, or the wider learning environment. It is an integral part of learning and teaching.’

At Wallace Hall teachers employ the following model to provide a clear, structured pathway for learners.

Differentiation

- Modifying Content – use of learning materials at different levels
- Modifying Process – varying the length of time children take to complete a task
- Modifying Product – giving children choice in how to express ideas or required learning
- Modifying Learning Environment – giving children areas to work which suit their learning styles

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning.

Support for Learning staff engage in formal and informal professional dialogue with staff to ensure that this aspect of Universal Support is well managed and may coordinate consultation, professional learning or access to specialist support. Where intended progress does not take place, an underlying wellbeing concern must be considered.

Targeted Support

When a Named Person identifies or receives information that may indicate a wellbeing concern, the needs of the child are considered within the next stage of the Wellbeing Pathway. Ethos, relationships, nurture and other universal supports must be reviewed before children are assessed to determine whether they need a Targeted Support.

All pupils who are considered for Targeted Support, access this through our Support for Learning department within the Primary and/or the Support for Learning Department/ Pupil Support within the Secondary. This ensures that staff comply with duties in Children and Young Persons Act 2014 and Additional Support for Learning Act 2004, 2009.

All assessments to determine the need for Targeted Support fully involve the views of the child and parents and are carried out using the National Practice Model. This contains tools of varying complexity which staff use to ensure information on wellbeing is gathered and analysed, resulting in SMART (Specific, Measurable, Achievable, Realistic, Time) targets which are planned and reviewed.

The tools are:

- The Wellbeing Indicators
- My World Assessment Triangle
- Resilience Matrix
- National Risk Assessment Framework

Reference: <https://www.gov.scot/publications/girfec-national-practice-model/>

Children who require a Child's Plan

There are two main considerations in deciding if a child requires a Child's Plan. The first is that the child must be assessed as having a wellbeing need relating to one of the wellbeing indicators. The second relates to what support is thought to be necessary to meet the wellbeing need. A statutory Child's Plan is required only when the wellbeing need cannot be met, or fully met, without one or more 'targeted interventions'. The views of the child and family are central to all stages of the assessment and planning process. The Team around the Child must also consider the need for any other statutory planning requirements that apply to the child's needs, for example a Coordinated Support Plan or Looked After Plan.

Staged Interventions

Staged intervention is a process which is used to identify, assess and support the learning needs of children and young persons. It provides:

- Consistency of approach across schools
- Identification, assessment, plan, record, review
- Flexibility – movement between stages, both up and down
- Meeting needs early & with appropriate level of intervention
- Partnership with pupil & parents/carers
- Clear identification of responsibilities and documentation required

There are four stages to this process:

Stage 1

- a) A concern or difficulty is raised by a parent/carer, teacher, pupil or other person involved in supporting the child/young person.
- b) First steps may involve making changes to the way that some curricular areas are approached by the child/young person e.g. differentiation/additional support from class teacher
- c) The class teacher may take advice from appropriate staff within the school.
- d) The class teacher, following a discussion, it is agreed that the need for additional support is indicated.
- e) The additional support need is logged on SEEMIS/pupils file and the class teacher will monitor regularly the progress made.

Stage 2

- a) Where a pupil's needs cannot be met through the above procedures, discussion involving the class teacher, the Support for Learning teacher and the appropriate support services could lead to the development of an Individual or Group Support Plan.
- b) Most difficulties at Stage 2 will usually be addressed through a range of teaching strategies
- c) The school will monitor regularly the progress made, in line with the agreed review dates.

Stage 3

- a) Pupils under consideration at Stage 3 will usually require significant individualisation of learning or substantial adaptation to the curriculum, by Support for Learning Principal Teacher
- b) The head teacher has overall responsibility for ensuring that the learning and support needs of the pupil are appropriately addressed in collaboration with relevant agencies.
- c) A Child's plan (CP)/ Individualised Educational Programme (IEP) may be established for pupils who are at Stage 3

d) Reviews of targets set in CP on a regular basis depending on time scale set at meeting, review of long term targets set in IEPs are undertaken on an annual basis; short term targets are reviewed on a termly basis.

Stage 4

a) A detailed report on the pupil's needs and the action already taken at previous stages is presented to the local authorities Supporting Learners. This referral is normally made by the Head Teacher following recommendations from the relevant inter-agency group.

b) Submissions to Supporting Learners is not made without parental/carer permission and normally include the views of the pupil.

c) Supporting Learners takes responsibility for the allocation of resources.

d) Supporting Learners is responsible for ensuring that the educational provision continues to meet the pupil's needs.

e) Reviews of individual pupils are undertaken on a regular basis.

At Stage 4, a small number of pupils whose needs cannot be met through school education authority resources will be considered for a Co-ordinated Support Plan. Further information on Co-ordinated Support Plans (including the procedure for managing the transition from a Record of Needs) is outlined in the Scottish Government's policy on CSPs:

<https://www.gov.scot/publications/supporting-childrens-learning-code-practice-revised-edition/pages/8/>

At any stage, in order to meet the needs of a pupil, it may be necessary to allocate additional educational resources which lie outwith those routinely allocated to schools.

This will involve a referral to the Supporting Learners within Dumfries and Galloway's local authority.

1.8 Intimate Care

Intimate care is any care which is associated with invasive procedures relating to bodily functions, bodily products and personal hygiene which demands direct or indirect contact with or exposure of intimate parts of the body, such as cleaning up after a child who has soiled themselves. In addition, some children may need help with dressing/undressing or using the toilet. Most children can carry out these functions themselves but it is recognised that some are unable to due to physical disability, learning difficulties, medical needs or needs arising from the child's stage of development.

When any intimate care is carried out on children with individual care plans, it will be recorded on their own personal record. All information concerning intimate care procedures is recorded and stored securely.

Guidelines for Changing Children

- If possible children should be changed standing up or using the variable height changing table (hygiene suite) to avoid staff lifting children.
- The child's skin should be cleaned with a disposable wipe.
- Nappy creams/lotions should be labelled with the child's name and used only if prescribed for that child (by their parents) they must not be shared.
- Disposable gloves should be worn when changing nappies. The nappy should be folded inward to cover faecal material and double wrapped in a nappy bag. Soiled nappies should be disposed of into the bin provided. The disposal bin should be lined and emptied daily, replacing the used bin liner.
- Any soiled or damp clothing should be placed in a plastic carrier bag in the bin provided in the hygiene suite.
- Once the child has been changed and removed from the changing area, the surface should be cleaned with an antibacterial detergent spray or wipe and left to dry.
- Gloves, apron and any items used for cleaning the changing area will be wrapped and disposed of via domestic waste.
- Hands should be thoroughly washed afterwards.
- Complete the intimate care record.

Policies

These guidelines should be read in conjunction with policies:

- Health and Safety Policy <https://www.gov.scot/policies/schools/wellbeing-in-schools/>
- Child Protection and Safeguarding Policy <https://education.gov.scot/education-scotland/who-we-are/policies-and-information/safeguarding/>
- Administering Medicine Policy <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

1.9 Transitions

Early Years to Primary

Primary to Secondary

Information gathered during Primary 7 will be used to inform secondary support for learning staff of any pupil likely to experience difficulties with their learning. This information should be made accessible to all subject teachers by the Principal Teacher of Additional Support for Learning from the secondary school. Regular transition meetings will take place across the course of P7 to ensure as smooth a transition process as possible for our most vulnerable children.

Primary schools will be asked to identify pupils whom they feel would benefit from enhanced transition due to an additional support need. A programme is organised from Christmas to June where pupils will visit in small groups/individually to get to know the school, the environment and begin to build relationships with key staff.

1.10 SQA Assessment Arrangements

SQA Assessment Arrangements allow candidates who have been identified as having additional support needs the appropriate arrangements to access the assessment without compromising its integrity.

Wallace Hall has a responsibility to ensure that our candidates are entered for qualifications at the right level, given his or her general level of ability and attainment. Assessment arrangements are designed to enable access to an assessment.

Candidates for whom assessment arrangements are requested should potentially have the ability to achieve the national standards, but be unable to do so using the published assessment arrangements for the particular qualification. As part of the school's Quality Assurance policy regarding SQA exam concessions the school must:

- Show evidence that the candidate has a disability or additional support need and how this affects their learning and teaching.
- Show evidence of the need for a specific arrangement.
- Show evidence of consultation between subject and Additional Support for Learning staff.
- Have signed letter of confirmation from the candidate and parent/guardian that he/she has agreed to the assessment arrangements and is intending to use them.
- Show evidence of their verification process

Using the SQA Assessment Arrangements guidelines, Additional Support for Learning and mainstream staff work closely together to ensure that each young person receives the appropriate support to allow them the opportunity to achieve the success they are capable of in SQA Examinations in their Senior Phase.

1.11 Monitoring and Evaluating Arrangements of Support for Learning

Self-evaluation of the quality of learning and teaching and support for pupils is the responsibility of all teaching staff and the senior management team. Quality indicators described in 'How Good is Our School 4' will be used to evaluate the ongoing effectiveness of this policy within the school.

<https://education.gov.scot/improvement/self-evaluation/hgios4/>