Finzean Primary Additional Support Needs Policy

Rationale
At Finzean Primary School and Ballogie Nursery we recognise that children may encounter long, or short term barriers to achieving at different points in their school career. Our Additional Support Needs Policy is to support all children; enabling access to all areas of school life, from nursery to transition to secondary education.

One of the Scottish Government’s key policies over recent years has been GIRFEC – or Getting It Right for Every Child. Our policy is based on GIRFEC, The Additional Support for Learning Act (2014) Code of Practice and The Children & Young People (Scotland) Act 2014 to provide a framework of support and intervention for every child.

Through the GIRFEC approach everyone should work together to ensure that each child has the best start in life. One way the Scottish Government has decided this should be taken forward is through The Children & Young People (Scotland) Act 2014 creating the role of Named Person. The Named Person will be the person anyone can approach if they have concerns about a child or young person’s well-being or if they think they require some help or support. The named person at Finzean Primary and Ballogie Nursery is Marjorie Temperley, Head Teacher but all staff are available for children to approach and discuss their concerns.

Aims of Additional Support Needs
To provide pupils who have additional support needs with an equal opportunity to:

- Achieve attainment in all areas of the curriculum with additional facilities being made available where appropriate
- Have high expectations set for them
- Have their achievements valued in an environment that suits them best
- Be encouraged to participate in setting and achieving their individual goals

This will be achieved by –

- A whole school approach to additional support needs adopting an inclusive approach throughout
- Promoting an ethos where pupil achievement is recognised and valued
• Identifying and assessing barriers to achievement as they arise through a multi-agency approach where appropriate
• Accessing the range of support services available both within and outwith the school community
• Providing for able and exceptionally able children in all cases
• Working in partnership with parents, pupils, staff and support agencies

Children may require additional support for a variety of reasons and may include those who
• have motor or sensory impairments
• are being bullied
• are particularly able or talented
• have experienced bereavement
• are looked after
• have a learning difficulty
• are living with parents who are abusing substances
• are living with parents with mental health problems
• have English as an additional language
• are not attending school regularly
• have emotional or social difficulties
• are on the child protection register
• are young carers

The above list is not exhaustive nor should it be assumed that inclusion in the list automatically implies that additional support will be necessary. Children and young peoples’ needs can vary according to their age and stage in life.

Additional Needs Support Staff
The role and responsibilities of the additional support needs teaching staff are as follows -

• Consultation
  Acting as a consultant to staff and members of the school management team; planning with class teachers effective curricular and teaching strategies; exchanging professional expertise. Consultation may take place at a mutually suitable time.

• Co-operative Teaching
  In co-operation with the class teacher offering tutorial and teaching support for pupils with additional support needs in any area of the curriculum. Successful co-operative teaching requires that together,
the class teacher and additional support needs teacher identify the areas to be supported during forward planning sessions. The additional support needs teacher should function as an equal partner in the delivery of the curriculum to the class and should be sufficiently flexible to allow class, group or individual teaching to take place while at the same time ensuring that specialist skills are used to advantage.

- **Direct Tuition**
  Providing direct tuition and support for pupils with a range of needs in Reading, Writing, Numeracy and Emotional Literacy. Assessment where appropriate to be used to inform practice.

- **Special Services**
  Arranging for and contributing to special services within the school i.e. pupils transferring from other schools or other Local Education Authorities, travelling children, children who have been hospitalised, children who need to access sensory support services and those transferring to secondary education.

- **Staff Development**
  Informing and updating staff on aspects of additional support needs through a variety of mediums.

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**Class Teacher Responsibilities**
Class teachers are responsible for planning, implementing and evaluating an appropriate curriculum for all pupils. In addition they have a responsibility to work co-operatively with additional support needs staff, parents and other agencies.

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**Parent Involvement**
Parents will be given the opportunity to share their views and concerns to influence developments and participate fully in making decisions affecting the education of the child.
This will be facilitated by parents’ evenings, reviews and informal discussions. The school operates an open door policy.
Procedures
- Cause for Concern form completed by class teacher
- Class teacher to discuss with Head Teacher
- Teacher lead strategies
- Additional Support Needs discussion and input
- Review strategies and if ongoing concerns after strategies implemented -
  - Consult with Educational Psychology
- Multi-agency meetings held where required and recommendations put in place, including Co-ordinated Support Plan (CSP), Individual Education Plan (IEP), Managing Accessibility Plan (MAP), Personal Emergency Evacuation Plan (PEEP) and risk assessments as required.
- Regular review of individual’s progress to be shared with parents/carers

Transfer of Information
Information regarding Primary 7 pupils moving to the Academy to be disseminated through transfer meetings where required, parents’ evenings and transition fact files.

As with all school information any record of additional support needs would be subject to Data Protection Legislation.

This policy to be reviewed annually, or more often to reflect changes in practice and legislation.

Marjorie Temperley (Head Teacher)
January 2016