

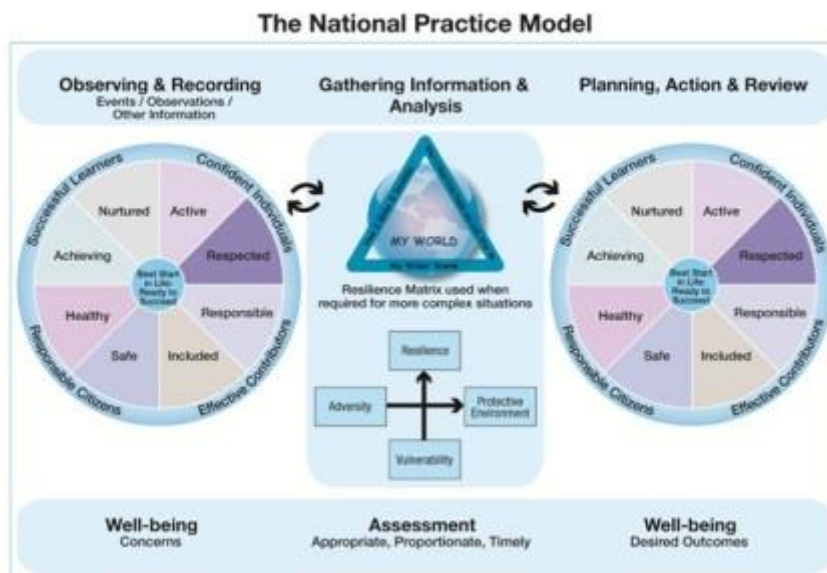
Included, Involved and Engaged

ASN Position Statement

At Lennoxtown Primary and Nursery we comply with the Additional Support for Learning Scotland Act 2004 as amended by the Education Additional Support for Learning Scotland Act 2009. We work within the GIRFEC framework (Getting it Right for Every Child) to ensure that all of our children are given every opportunity to succeed and work to their full potential.

Getting it Right for Every Child (GIRFEC) is the national approach to improving outcomes for children and young people and is enshrined in law through the Children and Young People (2014) Act. GIRFEC requires a holistic approach to the wellbeing of the child or young person and advocates preventative work and early intervention to support children, young people and their families. It is essential that all adults clearly understand their role in promoting, supporting and protecting the wellbeing of those children for whom they have a duty of care.

We have appropriate systems and professional learning opportunities in place to ensure that all staff have a practical understanding of the eight indicators of wellbeing. The wellbeing of children and young people is at the heart of GIRFEC and focuses attention on how safe, healthy, achieving, nurtured, active, responsible, respected and included a child is and feels. It is particularly important that professionals engaging with children and young people seek to develop a shared understanding of the child's overall wellbeing and agree what approaches are to be used and how to assess their impact as outlined in the National Practice Model.



As a school and nursery we aim to provide the best possible learning environment for all of our children and our ethos is underpinned by the nurturing principles;

1. children's learning is understood developmentally;
2. the classroom offers a safe base;
3. the importance of nurture for the development of wellbeing;
4. language is a vital means of communication;
5. all behaviour is communication;
6. the importance of transition in children's lives.

Our staff continually and collaboratively evaluates their practice to ensure that it promotes the wellbeing of all children and young people. They understand that supporting all children and young people and ensuring they make the best possible progress depends on the curriculum they provide, on learning and teaching of the highest quality, and on their commitment to continuing professional development.

As part of the ongoing quality assurance throughout the year, staff within the school and nursery identify pupils who may require additional support to fully access aspects of the curriculum. Discussions, based on assessments, inform the teacher's/key worker's planning for identified children to ensure success. Parents and pupils are an essential part of the assessment; planning and review processes and their views are actively sought. Our assessment processes include the following mechanisms to support ongoing evaluation of children's progress and learning;

Settling Checks (September and January) - These meetings are held with parents of children with a health need or known wellbeing need. The purpose of the meetings is to get an update on changes over a holiday period, particularly if there has been engagement with a partnership agency for example, CAMHS or Speech and Language. School will initiate invites for a Settling Check and parents may also self-refer if they have a Wellbeing or Health concern.

GIRFEC meetings (August, January, April) - These meetings are between staff and the Senior Leadership Team and focus on the SHANARRI indicators and discussion is focused on any possible barriers to learning and any factors which may impact on a child's daily presentation. Through these meetings, children who may benefit from a short or longer term nurture intervention are identified and intervention plans are drawn up and put in to action.

ASN Meetings (September and February) - Teaching staff meet with the Support for Learning Co-coordinator within the school in order to identify/review any barriers to learning and ensure that the correct supports are in place for each child. Support staff and resources are allocated as appropriate. Wellbeing Assessments and Action Plans are created and used by staff to inform planning for learning and teaching. Intervention plans will take the form of one of the following;

Level 1 Support: Differentiation and Universal Support. All class teachers have the responsibility for preparing and teaching material which will allow each pupil to work towards achievable goals. Universal supports are supports that are woven in to the day to day working of the classroom for example, modifying space, availability of resources, the outcome of a learning task, and/or mechanisms for a child to access additional support. If the universal supports prove ineffective then the class teacher will discuss observations with the Support for Learning Coordinator. The Support for Learning Co-ordinator will represent observations at the Pupil Support Group which is representative of other professionals including the school's Educational Psychologist, a representative from Health, the school's Education Support Teacher, Speech and Language link and any relevant third sector partners. The group will discuss supports and recommend next steps. Parental permission is sought prior to any pupil being discussed at PSG.

Level 2 Support: Targeted Support may be allocated to help meet pupils' needs and discussion of this additional work will be undertaken with the parents either by phone or letter offering information on a planned intervention. Targeted Support may also be offered as a group intervention model with over-arching themes of supporting a group with building relationships, working together, co-operation skills and listening to others. A Targeted Support Plan will be drawn up for those pupils who need more than differentiation and universal targets to help them succeed in their learning. The interventions we offer include -

- ❖ DCD group (to support gross motor skills)
- ❖ Theodorescu Group (to support fine motor skills)
- ❖ Blacksheep Intervention to support social communication and interaction
- ❖ Reading Recovery and Rainbow Reading to support children with Dyslexia or reading difficulty
- ❖ Maths Recovery to support children with Maths Anxiety or Dyscalculia
- ❖ The 5 minute box for numeracy and literacy
- ❖ Lego Therapy
- ❖ Nurture Group
- ❖ Wee Worry Workshop
- ❖ Seasons for Growth
- ❖ Circle of Friends
- ❖ Volcano in my Tummy

The following are some of the resources we use to support learning;

Laptops with Clicker 7 or Co writer to support children with dyslexia, iPads to support children with Autism Spectrum Disorder, Dyslexia and other barriers to learning, Ivonna reader for use with all programmes, voice recorders, DS, a range of texts such as Dandelion Readers to support the development of phonics, a quiet space in all classrooms with ear-defenders, timers and partitions

Level 3 Support: A C.S.P (Co-ordinated Support Plan) where the child or young person's are identified as requiring support or planning from other agencies out with education such as health, social work and/or voluntary services and these support needs are likely to last for more than one year.

Level 4 Support: A Child's Plan is put in place where it is identified that the child or young person requires support or planning from beyond the school or early years setting inclusive of wider agencies.

Our multi-agency partners include;

Educational Psychologist

Social Work

Physiotherapist

Occupational Therapist

Paediatrician

Speech and Language Therapist

School Nurse

Health Visitor

3rd party support such as Barnardos

Noted supports may be short or long term and it is the responsibility of the class teacher to ensure all recommendations within plans are catered for. Teachers may also identify training needs to ensure that a pupil is given every opportunity to make appropriate progress.

Meetings with the Nurture Teacher - These are held termly between teaching staff and our identified nurture/wellbeing teacher to discuss what interventions may be required to support children within the school either for a Nurture Intervention or for an intervention to support group working skills such as Lego Therapy.

Tracking and Monitoring - These meetings take place three times per year and tie in with the schools assessment weeks. This enables the teacher to highlight those children who are on track, needing challenge or support and those who are almost on track. Any planned interventions are also revisited within these meetings.

PSG meetings (and Support for All Meetings) - These meeting occur 6 times per year and all of the aforementioned processes feed in to each Pupil Support Group meeting. The PSG forum is representative of other professionals including the school's Educational Psychologist, a representative from Health, the school's Education support teacher, Speech and Language link and any relevant third sector partners. The group will discuss supports and recommend next steps. Parental permission is sought prior to any pupil being discussed at PSG and any recommendations made are fed back to parents and teachers. In January the PSG has a

particular focus on transition from nursery to primary school and from Primary to Secondary school. Representatives from the associated primary schools and secondary school attend this meeting.

Review meetings - These occur twice yearly for pupils with an Action Plan/Child's plans. At these meetings the child's Wellbeing Assessment is reviewed, parents' views are sought and Action Plans are reviewed. Evaluations are then drawn up and proposed next steps are identified. Where a CSP is in place meetings will be more frequent.

TAC meetings - These are held as required, and focus on our children with more complex learning profiles that require ongoing interventions. There are two meetings throughout the year however; some children's needs may require discussion on a more frequent basis. Care Experienced children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise.

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or other agency.

In addition to all noted interventions, all staff have a full picture of health and wellbeing needs across the school and Nursery and 'pupil update' is a feature of our weekly Senior Leadership Team meetings and whole staff collegiate sessions.

If you have any concerns in regards to your child's wellbeing and or education/progress, please contact the school office for an appointment with a member of the Senior Leadership Team.