



Lenzie Meadow

Support for Learning & Wellbeing Policy



RATIONALE

At Lenzie Meadow we recognise the importance of a curriculum which meets the range of needs and abilities of all of our pupils.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. This is reflected through our whole school Vision, Values and Aims. **See Appendix A**

Context

The Children and Young People (Scotland) Act 2014 sets out responsibilities and statutory duties of staff working with children and families. Fundamental to these is a clear understanding of wellbeing and how this is developed, supported and safe guarded.

AIMS OF THE POLICY

The key aim of this policy is to ensure support for all pupils to fully access their **entitlement** to:

- an education which promotes equality of opportunity and challenges all forms of individual and institutional discrimination;
- an education which promotes the development of their personality, talents, mental and physical abilities to their fullest potential;
- attend a mainstream school unless exceptional circumstances apply;
- full involvement in any decisions which directly affect their lives;
- care and support from their parents/carers who are encouraged and enabled to work in partnership with schools and local authority services.
- have their educational, personal and social development needs considered and met through local authority services working in partnership with each other.

This **key aim** will be achieved by:

- having procedures in place in school to identifying and addressing barriers to learning and participation;
- assisting teachers in adopting strategies and resources to meet identified needs;



Lenzie Meadow

Support for Learning & Wellbeing Policy



- working in partnership with parents, education services and other agencies;
- ensuring that the additional support needs of children are met through the provision of an appropriate curriculum; and
- valuing the contribution made by all children.

Health and Wellbeing

We believe that pupils in Lenzie Meadow should be:

- **Safe...** protected from abuse, neglect or harm
- **Healthy...** experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices
- **Achieving...** receiving support and guidance in their learning – boosting their skills, confidence and self-esteem
- **Nurtured...** having a nurturing and stimulating place to live and grow
- **Active...** having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future
- **Respected...** to be given a voice and involved in the decisions that affect their wellbeing
- **Responsible...** taking an active role within their schools and communities
- **Included...** getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn

These are known as the Wellbeing indicators and can be abbreviated to SHANARRI.

The wellbeing of children and young people is crucial in order for them to reach their full potential. Class teachers should identify pupils who they have concerns about in terms of any aspect of SHANARRI.

'The Getting it right for every child approach ensures that anyone providing that support puts the child or young person – and their family – at the centre'

Getting it Right for Every Child – June 2012

Children and young people with additional support needs have a much broader range of individual needs. Some additional support needs will be short term while others will be long lasting requiring very detailed planning to ensure those needs are being met.

For a very small number of children and young people whose additional support needs are multiple or complex a coordinated support plan may be required.

In Lenzie Meadow every child is unique and has individual learning needs. This requires that teachers offer appropriate support and a differentiated curriculum when and if required.



Lenzie Meadow

Support for Learning & Wellbeing Policy



MEETING LEARNERS' NEEDS PROTOCOLS

Identification:

The Wellbeing Application will provide a route through which children requiring additional support may be identified. East Dunbartonshire Council guidelines and suggested strategies will be implemented. Children who are not coping with class/group work are highlighted to SMT and next steps agreed.

Curriculum Adaptation:

Class teachers can take a number of steps to adapt the classroom programme to address the changing needs of children. Many of these strategies may already be found in the classroom.

ASSESSMENT

Staff will use a range of assessment strategies to gather information, which will allow professional judgements to be made about pupils' progress. These will be linked to teaching and learning and will identify areas of strength and development needs.

Pupils are assessed in order to:

- Aid their development
- Provide information on progress
- Identify additional support requirements
- Confirm understanding of concepts
- Match pupil performance against the requirements of the curriculum.

Formal Assessment

Formal assessment to inform staff of learners' needs and abilities will be carried out by class teachers or SMT and will take place as follows:

- Aug P1 baseline
GL Spelling placement tests (P3-P7)
- Sept and May Writing baseline – (N-P7)
- Oct P2 - P7 literacy assessment
- May P2- P7 math assessment
- Ongoing Maths end of topic assessments

Any issues arising from such testing will be discussed with the ASN co-ordinator and EST as appropriate.



Lenzie Meadow

Support for Learning & Wellbeing Policy



Formative Assessment

Teachers continually assess learners using AiFL(Assessment Is For Learning) strategies.

Learners engage in the process of self-evaluation through identifying targets, which will support their next steps in learning.

For those children whose needs are such that they require a highly structured programme of work, additional assessment and more rigorous monitoring will be put in place.

SUPPORT SYSTEMS

Flexibility:

To promote a policy of inclusion, there should be flexibility of roles and teaching methods in response to needs.

Suggested routes to flexibility may include:

- Use of Education Support Teacher/Support for Learning Assistant
- Co-operative teaching between class teacher and EST
- Individual or small groups taught by class teacher whilst HT/DHT or other teacher takes responsibility for the class
- One-to-one input from Support for Learning Assistant
- Involvement of external agencies with the individuals or groups e.g SALT(Speech and Language Therapist)

Peer Support:

We recognise that meeting and making friends with older pupils helps younger children to grow in self-confidence and self-esteem, increasing their general enjoyment of school. The status gained by younger pupils in being seen as friends of older pupils is further enhanced by the presence of good role models within the group.

There are many benefits gained by older children from their involvement in such peer support activities. Their sense of responsibility and citizenship is increased and they become more self-confident through the very real and practical experience of making a difference in someone else's experience and enjoyment of school.

In Lenzie Meadow we provide several opportunities for this partnership working. These include:

- **P4/P1 Buddies** Older children team up with a P1 child at the point of transition from Nursery to school. Buddies support young children in becoming familiar with the school layout and routines. They engage them in play activities at intervals and support P1 when they stay for lunch.
- **School Committees** Children volunteer for school committees and consult their classmates on matters which affect or concern them. They play a vital role in the life of the school.

There can be opportunities within, and across classes for peer support to centre round curricular areas eg reading buddies.



Lenzie Meadow

Support for Learning & Wellbeing Policy



Seasons for Growth:

From time to time children may have to deal with change in their lives, which they find difficult to accept or cope with, eg bereavement, family separations. If this is affecting their schoolwork, a referral can be made to the Seasons for Growth Group.

Nurture Group:

This is a small group of children who are supported by an adult to model courteous and supportive behaviour. The group take part in small activities and in doing so, encourage each other to feel valued and accepted.

DCD/Exercise Group:

These groups are beneficial for specific children to improve their concentration, focus and co-ordination.

Transition Arrangements:

In order to maintain continuity or support for all children, it is essential that there are clear procedures for transferring information at appropriate times.

Class to class:

All relevant information regarding wellbeing and staged intervention is monitored and updated by the HT/DHT . All class teachers complete Wellbeing Plans for the next session and liaise with the next teacher at the end of the final term. Key information will be exchanged at these meetings, including forward plans, 4 levels of differentiation /wellbeing plans and assessment information.

Nursery – P1 and P7 – S1:

In addition to the class-class arrangements, children in Nursery or P7 engage in induction programmes with relevant staff from primary and secondary schools. There are planned opportunities for children to visit their new settings and meet peers and staff. Relevant staff should be invited to attend review meetings as appropriate and should be involved in setting new targets for the transition period. Profile information will be transferred to appropriate establishments.

ELEMENTS OF THE POLICY

Identification of Learning Needs

The More Able Child

At Lenzie Meadow we are committed to supporting all pupils to develop their full potential. As such our school acknowledges that similar attention should be paid to catering for able, gifted and talented pupils as is being paid to pupils who require support for learning.

The school aims to:



Lenzie Meadow

Support for Learning & Wellbeing Policy

- Provide an appropriately differentiated and balanced education.
- Implement a structured curriculum in order that more able and gifted children may work at high cognitive levels.
- Provide opportunities to develop specific skills or talents.
- Establish pupil profiles related to the Staged Intervention Process.
- Place value on the education and development of the whole child.

Universal Support

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

- Challenge and enjoyment
- Breadth
- 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, some learners may experience 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.

‘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.’

Education Scotland Knowledge Into Action, 2015

Procedures For Deployment of Support

4 Levels of Differentiation

Learning needs are identified in Lenzie Meadow through observation, pupil profiling, regular assessments and standardised testing. These are an integral part of staff and SMT monitoring and tracking procedures and meetings. At this stage class teachers will complete a 4 Levels of Differentiation form which outlines modifications to content, process, product and learning environment.

Pupil Support Groups



Lenzie Meadow

Support for Learning & Wellbeing Policy

Pupil Support Groups (PSG) are an opportunity to discuss with the Educational Psychologist, DHT/EST the support needs of the children within the school.

PSGs provide the opportunity to review and evaluate the support being provided and ensure that the needs of learners are effectively being met.

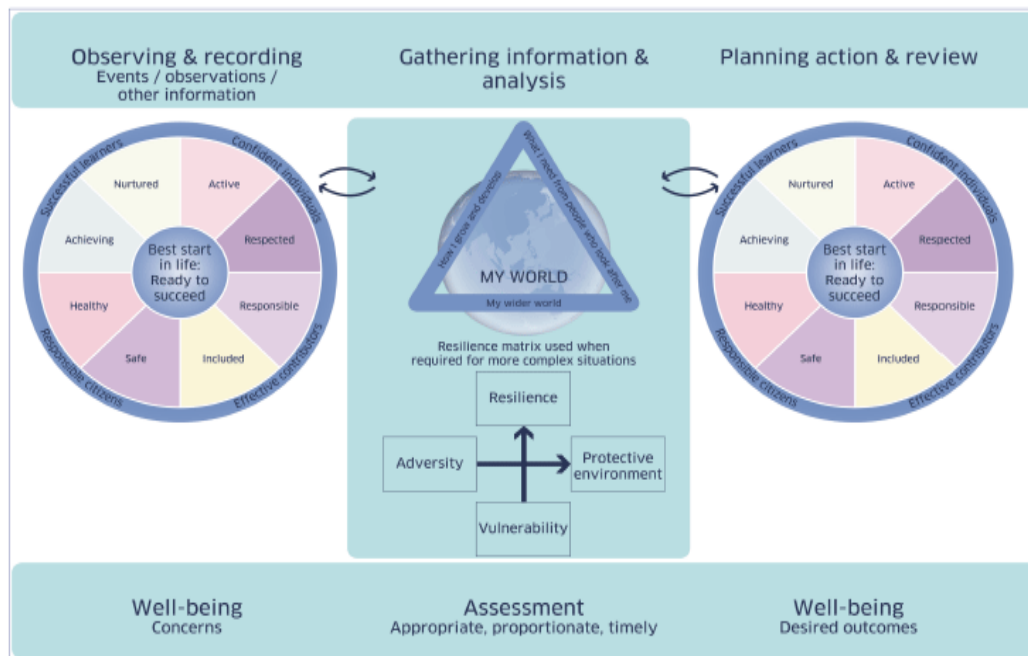
There will be 6 PSG meetings each session some may be themed and appropriate agencies may be invited to attend.

Targeted Support

When the Named Person (HT) or Support For Learning Co-ordinators (DHTs) identify or receive information that may indicate a wellbeing concern, the needs of the child are considered within the next stage of the Wellbeing pathway. All pupils who are considered for Targeted Support, access this through their PSG or Support For All Group. This ensures that staff comply with duties in CYP Act 2014 and ASL 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

See diagram



Wellbeing Assessment –

- At this stage information from the Wellbeing Assessment (SHANARRI) is used to create a Wellbeing Plan on SEEMIS.
- TAC meetings are arranged and multi agency professionals are included as required.



Lenzie Meadow

Support for Learning & Wellbeing Policy



Referral to External Agencies

The SMT may request support and advice from the Education Service Advisory Groups which meet. Referrals to the ESAG will be made where the SMT consider it necessary to access resources beyond those available within their school and/or where they believe that a child/young person requires a non-mainstream placement. These agencies include; CAMHS, Wellbeing Support, VI, HI, LCR, Microtechnology and Supporting Families.

Deciding to Establish A Child's Plan or CSP

Child's Plan

If a child is assessed as having a wellbeing need relating to one of the wellbeing indicators and requires further support necessary to meet that learning need then a Child's Plan is required. The TAC must also consider the need for a CSP or LAC Plan.

PARTNERSHIPS

Children as Partners:

The United Nations Convention on the Rights of the Child and the Children Scotland Act (1995) provide recognised standards for children's rights. This includes the key principle that the views of children should be considered when decisions are being made on their behalf.

Children and young people have a right to:

- Be heard and have their views considered
- Participate in the setting of personal targets
- Take responsibility for their own targets
- Participate in the review process
- Understand the language used in discussions affecting them

This may be addressed through participation in Personal Learning Planning and attendance at Review meetings, or an involvement beforehand (eg discussion with DHT) the results from which are shared during the review meeting.

Parents/Carers as Partners:

Children can be supported through effective partnership working between home, school and external agencies. Parents/carers have a right and responsibility to:

- Participate in assessment and review of their children's additional support needs.
- Be advised that they can have representation.
- Pass on to school any relevant information from other agencies eg doctor's report.



Lenzie Meadow

Support for Learning & Wellbeing Policy

- Suggest ways that may be effective in developing approaches to learning and teaching for their child.
- Reinforce new skills and learning at home (and in the community).
- Support school activities and policies.
- Offer advice and support to other parents of pupils in the school eg parent networks.
- Share in and contribute to practice through parent information sessions, focus groups etc where they are comfortable to do so.

The Additional Support for Learning Act (Scotland) 2009 provides further information including entitlement to mediation where this is required.

Consultation Arrangements:

Effective consultation is an essential component to ensure effective partnerships when supporting children. Adequate opportunity for consultation should be scheduled into the support framework and must be reviewed regularly.

Children should:

- Be given opportunities to discuss their learning with adults.
- Have their opinions sought as early as possible in any process.
- Be involved in decision making.

Parents/carers should:

- Be consulted about changes in policy/practice which may affect the provision for their child.
- Be kept fully informed about the levels and type of support their child receives.
- Be invited to participate in planning and review meetings.
- Be given opportunities to approach the school concerning their child's support for learning needs.

Our school will:

- Provide opportunities for appropriate consultation in all matters concerning support for children.
- Organise multi-disciplinary team meeting and reviews.
- Provide feedback to all involved.

RESPONSIBILITIES

In supporting the needs of all children in the school, each member of staff plays a key role. The following descriptors give an indication of aspects of these roles. Outlined below are some key responsibilities. Full remits are available for each post from the school office.

Headteacher has overall responsibility for Support for Learning.

The role of the HT is to:

- Ensure procedures exist for monitoring implementation of the Support for Learning Policy.



Lenzie Meadow

Support for Learning & Wellbeing Policy



- Monitor and manage the Staged Intervention Process within the school in a systematic and rigorous manner.
- Plan and organise a whole school approach to Support for Learning.
- Support the process through staff development opportunities.
- Monitor the teaching and learning process.
- Liaise with external agencies.
- Manage co-ordination of support staff.
- Facilitate and support consultation arrangements.

Depute Headteachers:

The role of the DHT is to:

Undertake the above responsibilities in partnership with the Head Teacher. Elaine Gardiner has responsibility for P1-3 and Lorraine Donnelly has responsibility for P4-7 pupils.

To be responsible for the classes within their remit in terms of:

- Maintain plans and notes of all meetings
- Timetable support and discussions with staff, taking formal action notes
- Monitor the teaching and learning process.
- Liaise with external agencies.
- Manage co-ordination of support staff.
- Direct support of staff and for creating opportunities for professional development.

Class Teacher:

The role of the class teacher is to:

- Effectively deliver the curriculum within assigned class.
- Be familiar with East Dunbartonshire Council's Wellbeing Application.
- Plan, assess and evaluate the range of learning needs within their class in consultation with the SMT.
- Plan, assess and evaluate with the Education Support teacher and/or Educational Psychologist and other agencies for children who require targeted support and to participate in review meetings as required.
- Participate in and contribute to relevant staff development.
- Consult with parents and pupils through reviews and teacher/parent meetings when required.

Education Support Teacher:

Support for Learning teachers will support schools in providing quality teaching for all pupils through identification of needs, assessment, planning, implementation and evaluation. Support will be provided in the following ways:

Support Staff

The Head Teacher appoints Support for Learning Assistants and Classroom Assistants to classes and under the guidance of class teachers, they will support individuals and/or groups of pupils.

Educational Psychologist



Lenzie Meadow

Support for Learning & Wellbeing Policy



The role of the Educational Psychologist is to:

- Consult with schools, parents and external agencies on support for learning issues for children.
- Consult with schools on planning support for learning in the school.
- Liaise with schools, parents and agencies who seek advice.
- Contribute to the planning process for children with additional support needs.
- Assess children as appropriate and report finding as part of a multi-disciplinary team.
- Work directly with children, parents and families as appropriate.
- Contribute to the statutory recording process.
- Participate in and provide relevant staff development as appropriate.

Parents

Parents who have any concerns regarding the wellbeing of their child should contact the class teacher in the first instance via the school office.

Appendices -

- **Vision, Values and Aims App A**
- **Differentiation Planner App B**
- **Assessment Overview – See separate Guidelines**
- **STINT Cycle – See separate Guidelines**



Lenzie Meadow

Support for Learning & Wellbeing Policy



APPENDIX A



Lenzie Meadow

OUR VISION

To create learners who are:

*Happy, Self-confident, Motivated and Responsible individuals
who strive to achieve their very best in all pursuits.*

OUR VALUES

- *Creativity and Individuality*
- *Respect for all*
- *Commitment*
- *Responsibility*
- *Courage*

We aim to

- *enable individuals to achieve their full potential, academically and socially*
- *foster a spirit of independence,*
- *promote positive attitudes in our school community with an emphasis on respect for oneself and others*
- *ensure equality of opportunity for all within an inclusive environment*
- *to develop a sense of caring, trust and honesty in all learners*

Our School Charter

- *Be Kind*
- *Be Safe*
- *Be Responsible*

We work in partnership with our parents and the wider Lenzie Meadow School Community to build the very best in achievement and attainment for all.





Lenzie Meadow

Support for Learning & Wellbeing Policy



APPENDIX B



Lenzie Meadow Primary School



DIFFERENTIATION PLANNER – Intervention Recording

Individual or Group Name:

Staff Name:

Year:

Class/Stage:

Please list below the barriers to learning or achievement:	
Please list below the strategies to be implemented to overcome barriers (through SMART targets).	
Modifying Content <small>Use of learning materials at different content</small>	Modifying Process <small>Varying the length of time the child takes to complete a task</small>
Modifying Product <small>Giving the child choice in how to express ideas or required learning</small>	Modifying Learning Environment <small>Giving children areas to work which suit their learning styles</small>
Summary of Review:	
Continue with differentiated programme	Refer to PSG (overleaf)