

# Sandwood Primary School



GLASGOW CITY COUNCIL  
EDUCATION SERVICES

**ADDITIONAL SUPPORT  
FOR LEARNING:  
Every Child is Included**



## **PREFACE**

The Scottish Executive introduced the Additional Support for Learning Act in 2004.

Glasgow City Council puts The Education (Additional Support for Learning) (Scotland) Act 2004 at the heart of its commitment to equal opportunities, social inclusion and early intervention.

The Council's policy 'Every Child is Included' recognises that there may be a broad range of factors and circumstances, over the short or long term which give rise to a child or young person requiring additional support to promote learning and all round development.

Each establishment is required to produce and keep under review a policy on provision for children with additional support needs. This policy is derived from the Council's policy 'Every Child is Included' and will take account of the particular circumstances of this establishment.

Our school policy outlines how Sandwood Primary School will meet our duties under the legislation. As with all our practice, it is dependent on a successful relationship with parents, carers and our children. I hope you find the contents of this document helpful to you.

Signed \_\_\_\_\_ (*Head of Establishment*)

## Introduction

*'Our aspiration is to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective communicators.'*

### *Vision Statement*

To promote a nurturing, inclusive ethos with high expectations, where everyone has the right to achieve, be respected, valued and celebrated.

### *Values*

**Our Values underpin our Vision and help us achieve our Aim:**

Resilience

Effort

Success

Positivity

Equality

Caring

Teamwork

### **Our Aim at Sandwood is:-**

*Dream, Believe, Achieve Together*

*Our aims will be met through:*

- Taking full account of individual pupil needs and ensure structures and support are in place to allow pupils to work towards realising their full potential.
- Setting out structures within the school for support for learning.
- Clearly identifying roles and responsibilities of all staff in support for learning.
- Ensuring early identification of any learning difficulties and/or barriers to learning and implement appropriate interventions.

## **GIRFEC**

The Children and Young People (Scotland) Act 2014 is about improving the wellbeing of children and young people in Scotland. The Act is wide ranging and includes key parts of the *Getting it right for every child approach*, commonly known as GIRFEC.

Wellbeing sits at the heart of the GIRFEC approach and reflects the need to tailor the support and help that children, young people and their parents are offered to support their wellbeing.

A child or young person's wellbeing is influenced by everything around them and the different experiences and needs they have at different times in their lives.

There are eight indicators of wellbeing. They are:

Safe: Protected from abuse, neglect or harm at home, at school and in the community.

Healthy: Having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy, safe choices

Achieving: Being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.

Nurtured: Having a nurturing place to live in a family setting, with additional help if needed, or, where possible, in a suitable care setting.

Active: Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.

Respected: Having the opportunity, along with carers, to be heard and involved in decisions that affect them.

Responsible: Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.

Included: Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.

The wellbeing indicators are used by:

- Realising that each child is unique and there is no set level of wellbeing that children should achieve. Each child should be helped to reach their full potential as an individual.
- Helping make it easier for everyone to be consistent in how they consider the quality of a child or young person's life at a particular point in time.
- Ensuring families and people working with children and young people can identify what help a child or young person needs in order to help them access the right support or advice.
- All services working with children and young people, and those who care for them, must play their part to promote, support and safeguard children and young people's wellbeing.

This policy applies to all children in our establishment.

We will work in close consultation with parents and involve them fully in making decisions about their child.

A Parent Council (& Forum) is a body which: enables parents to meet, share ideas and feed back to the school. It gives parents a voice and enables them to contribute to school decision making and helps develop a partnership between parents and school.

Our Parent Council was established in accordance with the Scottish Schools (Parental Involvement) Act. Its functions are as described in the Act.

A Pupil Council is one way of giving pupils a say in the way the school is run.

A Pupil Council :

- gives pupils a VOICE in school matters.
- gives pupils an opportunity to talk about feelings to each other and to staff
- gives pupils a chance to make changes for the better in their school.
- gives pupils a forum for discussion.

## **Assessment and Identification**

All classroom teachers have a contractual and statutory duty to address the learning needs of all the children in their class.

For the majority of children their additional support needs are met by effective learning and teaching and appropriate differentiation.

### *Identification*

Children with additional support needs are identified through:

- Information from the parents or child.
- Professional observations and assessments
- Records and referrals

### *Assessment*

#### What do we assess?

- knowledge and understanding
- skills
- attributes and capabilities

#### Why do we assess?

- to support the learning process
- to promote learner engagement
- to determine the nature of the support required by individual learners

#### When do we assess?

- routinely as part of the ongoing learning and teaching process
- from time to time
- at transitions

#### How do we assess?

- by using a variety of approaches and a range of evidence which provides information about what children and young people say, write, do or make to demonstrate their learning

- by planning assessment activities which are fit for purpose, reliable and proportionate
- by working together to gather as much information as possible about each learner's achievements, strengths and next steps.
- Use assessment tools such as GMWP, My World Triangle, Spence Anxiety Scale, Sensory Checklist, Dyslexia toolkit

### **Assessment of Additional Support Needs**

The Additional Support Needs Co-ordinator for this school is Mrs Wallis.

The class teachers are the first line assessors of a child's additional support needs and will differentiate the curriculum or teaching strategies accordingly.

### **Staged Intervention**

As required in Council policy 'Every Child is Included', this school uses a Staged Intervention approach to meeting the needs of children and young people. Any planning will depend on the stage of intervention.

In accordance with the Authority Policy, the planning document to be used will be the Wellbeing Assessment and Plan. This will be kept under regular review.

More information can be located at :  
[www.goglasgow.org.uk/pages/show/521](http://www.goglasgow.org.uk/pages/show/521)

### **Management of Additional Support Needs**

Where a child's additional needs can be met by differentiated responses under the management of the class teacher there is no requirement for a Wellbeing and Assessment Plan. For these children educational progress is recorded by the class teacher in our routine system (Stage 1 of the Intervention Model)

If, however, the assessed additional support needs require prioritised input from school managed resources – for example learning or behaviour support – for at least a school term, it may be necessary to identify short term outcomes in order to establish progress (Stage 2 of the Intervention Model)

The following forms should then be completed:

School Referral Form SEN Part 1– Appendix A (by CT)  
School Referral Form SEN Part 2– Appendix B (By ASN Coordinator)

Additional local authority intervention, outwith the direct management of the school is stage 3 of the Intervention Model. This could include direct input from external specialist services e.g. Sensory Support Service, ASL Technology Service, GDSS or the Psychological Service.

All children on stage 3 and above require a Wellbeing Assessment and Plan.

If a child's additional support needs also require input from social work services and/or health this is Stage 4 of the Intervention Model.

The Wellbeing Assessment and Plan will identify the child's significant additional support needs and the interventions which will address them.

The Wellbeing Assessment and Plan is overseen by a member of the senior leadership team and will be drawn up in full consultation with teachers, parents/carers and the child. The contribution of children and parents/carers to achieving the learning outcomes and the views of parent/carers and children will be sought.

The school has the responsibility to monitor the implementation of the Wellbeing Assessment and Plan. Progress against the short term targets within a Wellbeing Assessment will be reviewed as agreed at the initial planning meeting. An annual review of plans will be held, attended by relevant school staff and specialist services, parent and carers and the child or their advocate if appropriate.

### **Procedures for referring children for additional support**

Where a teacher feels that a pupil is under-achieving, (or maybe a gifted or more able pupil), he or she must refer the pupil to the Additional Support Needs Co-ordinator using the school referral form.

*School Referral Form SEN Part 1– Appendix A*

ASN Co-ordinator completes part 2 of referral form.

*School Referral Form SEN Part 2– Appendix B*

ASN Co-ordinator opens Wellbeing and Assessment Plan.

Short term targets should be completed by Class Teacher. These targets are approved by ASN Co-ordinator. The targets should be evaluated termly and new targets set if not achieved.



Children who require support from our Nurture Class are identified by their class teacher and the Boxhall Profile, BIOS and Goodmans Strengths and Difficulties Questionnaire is used for assessment. (Please refer to Nurture Policy.) Again CT must refer the pupil to the Additional Support Needs Co-ordinator using the school referral form.

*School Referral Form SEN Part 1– Appendix A*

e.g. of targets.

### **Sandwood Primary School's role in dealing with additional support needs**

#### Responsibilities

1. The Additional Support Needs Co-ordinator (DHT) is responsible for organising an appropriate response to learning needs within the school.
2. The Class Teacher is responsible for providing a differentiated approach in order that all children can gain access to all aspects of the curriculum.
3. The Class Teacher, (in consultation with the DHT) is responsible for the identification of needs and devising appropriate programmes of work and target setting.
4. The CT and (if allocated) SfL Teacher will provide direct support for individual pupils with specific needs.

## CSP

Some children may meet the criteria for a Co-ordinated Support Plan. The decision as to whether a Co-ordinated Support Plan (CSP) is required will be taken by the Education Manager based on the information provided by the school and other agencies.

The co-ordinated support plan is a statutory document which is subject to regular monitoring and review for those children and young people who have one. Education authorities must have arrangements in place to identify from among those children and young people for whose school education they are responsible, those children and young people with additional support needs who require a co-ordinated support plan and

Name: XXXXXXXXXX	DOB: XXXXXXXX	Class: XXXXXXXXXXXXXXXX	
Short Term Planning for period:		XXXXXXXXXXXXXX	
Curricular area / Focus		Literacy & HWB	
Staff Member Co-ordinating Plan		XXXXXXXXXXXXXXXXXXXX	
Wellbeing Need		XXXX requires a differentiated curriculum with appropriate supports.	
Long Term Targets		XXXX will receive assistance with on-going consolidation in literacy.	
<b>Planned Short Term Targets</b>	<b>Specific Strategies/Learning Activities</b>	<b>Personnel Responsible</b>	<b>Evaluation</b>
XXXX will be able to read, write and spell common words. (Spell common words working within first 50.)	Rainbow writing Mnemonics Words within words Beat the clock Word shapes Lotto games	XXXX XXXX XXXX	Target achieved XXXXXXXXXX can read 40/50 and spell 30/50. Reinforcement will continue.
XXXX will have the ability to blend and segment ccvc and ccvcc words taught and apply in reading and spelling. Phonics. Blending and segmenting of phonemes, words and sentences from GDSS cumulative synthetic phonics programme. Focus on initial bl,br,cl,cr,dr,dw,fl,fr,sk,sw and final consonant ld,nk,sk,nd, lk,lp	Alphabet arcs Dictation Games ( GDSS)	XXXX XXXX XXXX	Target carried forward. XXXX can blend and segments some CCVC but not consistent.

the particular additional support needs of the children so identified.

*A child may require a Co-ordinated Support Plan for the provision of additional support if-*

- the child or young person has additional support needs arising from one or more complex factors, or multiple factors.
- those needs are likely to continue for more than a year, and those needs require significant additional support to be provided

### **Transitions**

Timely planning is necessary to ensure continuity and progression when children move from one stage to another or from one school to another.

We have clear plans to support the transition of a child with additional support needs into or out of our establishment in line with timescales set within Council policy.

A nominated member of staff will act as the principal point of contact and co-ordinator of the transition of a named child or young person and will collaborate with other relevant professionals to ensure a successful transition process.

The co-ordinator will ensure that parents/carers and the child or young person are fully involved and informed at all stages of the process.

### **Planning Pathways**

<http://www.goglasgow.org.uk/Pages/Show/1556>

When it is apparent that a child requires an alternative pathway following numerous interventions and strategies employed by our mainstream school an alternative pathway may be applied for. A pathway will only be applied for once the following has been completed and can be evidenced:

## **Partnership working**

Partnership explores the opportunities for establishments to work with other agencies, the community and parents to improve learning and teaching.

Sandwood Primary is very active in developing partnerships with the community and other agencies which help meet our learners' needs.

Our parents also have a key role to play in the success of Curriculum for Excellence and what it can bring to their children. Therefore we encourage our parents to be actively engaged in the life and work of the school.

Below is listed some of our partners.

- Psychological Services
- Hearing Impairment Support Service
- English as an Additional Language
- Speech and Language Therapy
- Education Liaison Officer
- Schools/Establishments within Learning Community
- School Nurse
- Occupational Therapy
- Sensory Support
- Child and Adolescent Mental Health Service (CAMHS)
- ASL Technology
- Glasgow Dyslexic Support Service
- Glasgow Housing Association
- Co-operative
- Sainburys Supermarket

## **Psychological Services**

The core functions of the Service are:

- Consultation
- Assessment
- Intervention
- Training
- Research

Our Educational Psychologist offers advice and assistance to SMT and CT. He/she also observes referred children or children who have an open case file. Our Educational Psychologist also attends monthly SLIM meetings where referrals are made.

## **Mediation and Dispute Resolution**

The school will co-operate fully with the Mediation and Dispute Resolution process. However, we would always strive to minimise parental concerns by ensuring that our approach to addressing additional support needs is clearly stated and understood by all and underpinned by a robust assessment and intervention programme which reflects the partnership between home and school.

This school is committed to meeting the additional support needs of all its children. The head teacher or additional support needs co-ordinator will endeavour to provide information related to a child's learning and teaching and will hopefully be able to answer any questions or reassure parents about any concerns or issues they may have.

If we still cannot resolve the concerns of parents they will be advised as to whom should be contacted depending on the nature of the ongoing concern.

## **Continual Professional Development**

All of our staff have access to CPD Manager and also have annual Professional Review and Development meetings where they can discuss their personal priorities for development. SMT ensure that all staff receive appropriate development in order for all staff to ensure they have the skills to meet learners' needs.

## Quality Assurance

- Recording and Reporting
  1. Class Teacher/ASN Co-ordinator will devise and plan short term targets
  2. ASN Co-ordinator over see target setting and Wellbeing and Assessment planning.

### Monitoring, Evaluating, reviewing

1. The DHT as ASN Co-ordinator will monitor progress of pupils through discussion with appropriate personnel, classroom visits, taking groups to assist with learning and analysis of test results.
2. The ASN Co-ordinator, Class Teachers and SfL Workers, will when required to evaluate and review short term targets.
3. The Class Teachers, children and parents will meet annually to evaluate and review Wellbeing and Assessment plans.

More information can be located at :

[www.goglasgow.org.uk/pages/show/521](http://www.goglasgow.org.uk/pages/show/521)

## Data Protection

Under the Data Protection Act 1998, and other regulating acts, access to their own personal information is a statutory right for pupils (if they are of an age to understand the information they request) and parents may also request access to their child's personal data.

Personal data is always kept securely and protected by passwords if it is electronic, and access to it is only by those authorised to see it – confidentiality is always respected.

Mrs Donnelly (HT) is the named person with overall responsibility for personal data within our school.

<https://www.glasgow.gov.uk/CHttpHandler>

## **Provision of additional support**

All children with significant learning or social/behaviour needs have an individual risk assessment and support flow chart.

*See Appendix C & Appendix D*

If a child requires to have a quiet space for interval/lunchtime this is accommodated by allowing access with supervision to SMT office or Enchanted Forest.

If any violent incidents occur they are appropriately recorded, investigated and reported and an employee is de-briefed and supported accordingly.

[www.glasgow.gov.uk/yourcouncil/servicedepartments/educationservices/managementcirculars.htm](http://www.glasgow.gov.uk/yourcouncil/servicedepartments/educationservices/managementcirculars.htm)

If a child requires transportation as a result of additional support needs, Children's and Young Persons Services (CYPS) are contacted and arrangements are put in place. If a child receives transport from the authority then an escort is appointed to accompany the child/young person on the journeys.

Arrangements for sharing information about the additional support needs of children is carried out via meetings – both formal and informal (establishment and multi-agency), encrypted emails and pastoral notes.



# APPENDIX A

## ADDITIONAL SUPPORT NEEDS – REFERRAL FORM

### SANDWOOD PRIMARY SCHOOL

#### PART 1

*To be completed by Referrer.*

<b>Name of child/young person</b>		<b>Class</b>		<b>D.O.B.</b>	
<b>Concern highlighted by</b>		<b>Curricular Area</b>		<b>Date</b>	

<b>Area/s to be addressed</b>	<b>✓</b>
Progress in learning	
Social, emotional, behavioural	
Attendance	
Sensory impairment	
Motor impairment	
Communication and language	
Other	

<b>Reasons for referral: Please ✓</b>			
1. Problems with reading.		11. Seeks attention.	
2. Problems with writing.		12. Poor concentration.	
3. Problems with spelling.		13. Easily distracted.	
4. Problems with numeracy.		14. Aggressive/Disruptive.	
5. Poor motor skills/handwriting.		15. Withdrawn.	
6. Slow to carry out tasks.		16. Poor peer relations.	
7. Has difficulty following instructions.		17. Apparent hearing problems.	
8. Disorganised.		18. Apparent sight problems.	
9. Poor communication skills.		19. Speech difficulty.	

<b>Strengths of child/young person</b>

<b>Details of concerns</b>	<b>Strategies employed – past and present (Stage 1)</b>	<b>Date commenced</b>	<b>Impact to date</b>

<b>Date passed to Additional Support Needs Co-ordinator</b>	
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# APPENDIX B

## ADDITIONAL SUPPORT NEEDS – REFERRAL FORM

### SANDWOOD PRIMARY SCHOOL

#### PART 2

*To be completed by Additional Support Needs Co-ordinator.*

Next Steps	By Whom	Date	Implications

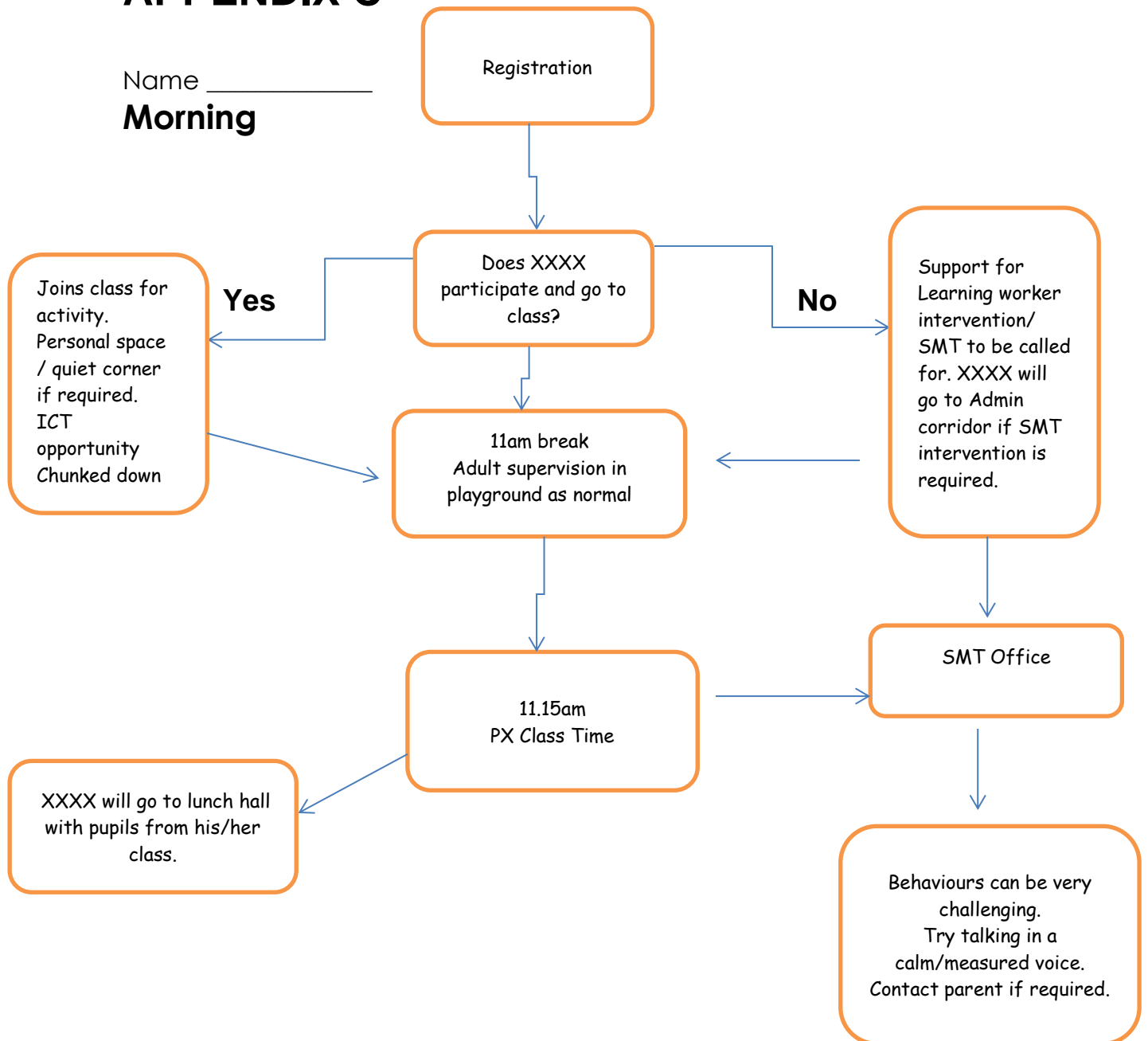
Other relevant information	Source	Date	Implications

Other Agency	Existing Plans/Interventions to date	Implications

Resulting Action (Please Circle)							
Individual Support Plan (I.S.P.)	Y / N	Group Support Plan (G.S.P.)	Y / N	Additional Support Plan (A.S.P.)	Y / N Stage 3 or Stage 4	Co-ordinated Support Plan (C.S.P.)	Y / N
No further action required / or x							
Rationale for above							
Date to review		Part 1 completed by			Designation		
Approved by		Designation		A.S.N. Co-ordinator/	Date		

# APPENDIX C

Name \_\_\_\_\_  
**Morning**



# APPENDIX D

Name \_\_\_\_\_  
**Afternoon**

