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## Additional Support for Learning

### Rationale

Amcol Scotland Ltd sees inclusion as an entitlement for all our service users and strives to create a secure and accepting environment which will recognise and value diversity. Inclusion as a matter of entitlement and equal rights is enshrined in the UN Convention on the Rights of the Child, the European Convention of Human Rights and in National Legislation.

The amended Education (Additional Support for Learning) (Scotland) Act 2009 is underpinned by the theme of equality. It requires establishments, local authorities and other agencies to address additional support needs which may arise during the course of a child/young person's education. The act differs from and significantly extends previous legislation relating to special educational needs. It legislates that that it is everybody's responsibility to ensure that support is directed towards enabling children / young people to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

We believe that our staff have a responsibility to contribute to the experiences and outcomes within Literacy, Numeracy and Health and Well Being. A child / young person who is safe, healthy, accepted, nurtured, achieving, respected, responsible and included will benefit more from the educational experiences and outcomes on offer.

Using Scottish Governments agenda "Getting it right for every child", promotes integrated working where agencies move from working alongside each other with separate assessments and plans for children and families to a stage where they work as one: sharing information and actions to meet a wider range of support needs and promote well being.

**Named Additional Support For Learning Co-ordinator for Firtrees Nursery:** Claire Gemmell

**Position:** Nursery Manager.

### Aims

- To ensure all children's individual needs are met to meet their full potential.
- To provide support and guidance and work in partnership with all parents, in the identification, assessment and delivery of additional support for learning.
- To strive for close co-operation and partnership between all agencies concerned.
- To ensure staff will further support children through continuity, appropriate planning and effective use of available resources. To ensure staff provide support and guidance to parents through parental involvement and partnership.
- To meet parents rights.
- To take into account the parents knowledge of their own child.
- To strive for close co-operation and partnerships between parents and all agencies involved.
- To provide staff with the appropriate training and to keep staff up to date with current legislation.

- Follow procedures within setting using local and national guidelines
- Have access to appropriate literature and resources
- Staff are confident dealing with parents and outside agencies

### **Objectives**

- To ensure staff observe how children access the curriculum.
- To ensure appropriate referral procedures are in place.
- To ensure children have sufficient and appropriate resources to support their needs.
- To ensure the child's home, language, culture and community is taken into consideration in providing additional support for learning.
- To identify the needs of the individual child.
- To co-operate with parents to ensure the needs of the individual child are met.
- To meet with parents at regular intervals and keep up to date with all developments.
- To build relationships where parents and carers have confidence in staff in retaining confidentiality.
- To ensure children have sufficient and appropriate resources to support their needs.
- To ensure staff knowledge of support services and information
- To ensure that the children and their families receive the appropriate services they require to ensure child's needs are met
- To ensure co-operation between all parties involved

### **Identification and Assessment**

- Our nursery staff will continuously monitor the progress of all children to make sure they are learning at an appropriate rate and their individual needs are being met. This will be achieved through their planning.
- Barriers to the child's learning will be identified using the four overlapping themes- Learning Environment, Family Circumstances, Disability or Health Needs, Social and Emotional Factors. These situations may be for a short period of time or long term.
- Procedures will be in place to enable the gathering of assessment information that is least intrusive, avoids duplication and builds on other assessment and information already available.
- If a parent carer wishes an assessment to be carried out they may do so. The request must be in writing.
- We will use the Well Being Wheel from ACFE as part of our assessment model. This assessment is known as 'Education Assessment- part1 (Appendix 6 policy into practice)

### **Specifying Support**

This process is overseen by a named person in health until the child reaches the age of 5 / starts primary school where the education assumes the role of named person. For some child /young people a lead professional will be appointed where there is a requirement for support from more than one agency. (See policy into Practice 2 Specifying support)

## Planning

Where a child or young person has additional support needs a plan of action is required to outline:

- The factors / affecting the child or young person's educational attainment / achievement
- The aims and outcomes
- Support required to meet the child / young person's needs
- How this support will be used
- The roles and responsibilities of all involved.

Planning may be short term or long term depending on a child/ young person's circumstances.

There are several ways in which we plan to meet the needs of our children /young people. These include:

- Forward planning for the class / playroom
- Personal Learning Planning(PLP)
- Additional Support Plan(ASP)
- Co-Ordinated support plan(CSP)
- Multi Agency plan on an integrated basis(child's plan)

Children with a Co-ordinated Support Plan will require an additional support plan for more specific termly targets.

Where a child /young person has no additional support needs but requires medication and or assistance to overcome a physical condition then a Health Care plan should be established (Appendix 5 Policy into Practice 2)

## Implementation, Review and Identification of Next Steps

It is a requirement of the Additional Support for Learning legislation that establishments should constantly review the adequacy of support for all pupils and engage the child in discussions to ascertain their views on the adequacy of the support they are receiving. At Level 1 all children and young people will review their outcomes and experiences and staff will keep their pace of learning under review.

## Roles and Responsibilities

- The key worker works most closely with the child/ young person and their family and will have responsibility for initiating, monitoring and reviewing an additional support plan.
- Where a co-ordinated support plan is in place the senior early Years worker / Nursery Manager will arrange multi agency meetings within Firtrees Nursery.
- Staff and management will chair multi agency meetings. Minutes will be forwarded to services involved as well as parents.
- Where a co-ordination is required and support is agreed from external agencies, it is the role of the co-ordinator to keep under review the adequacy of the service provision.
- All staff working directly with the child/ young person will have their views taken into consideration when planning at area meetings. The resources and environment will be evaluated and planned to support the needs of individual.
- The staff will be supported by senior staff and management when dealing with the children who require additional support for learning.

- Our staff will attend internal and external training to keep them up to date with current policies and procedures.
- Resources within the playrooms will be reviewed and monitored. Any additional resources identified by staff which will enhance a child's learning and meet their individual needs will be brought in.

### **Involving Parents and Carers**

Parents and Carers are by far the most important influences on children's lives. Learning starts and is supported by parents and carers in the home environment. The Scottish Schools (Parental Involvement) Act 2006 requires local authorities to promote the involvement of parents in their children's education.

The ASL Act allows parents /carers the right to a supporter or advocate. A supporter is likely to be a friend, relative or worker. They may speak on behalf of the parent/ carer and may give advice or support to enable the parent/carers to speak for themselves. An advocate may be somebody with legal training.

Under the new legislation establishments are required to seek the views of children where they have the capacity to do so. Children who are unable to express their views can be supported by their parents/carers. These views should be listened to, respected and where possible and appropriate acted on.

### **Collaborative Working**

The Nursery supports a multi-disciplinary approach to maximise the educational provision for all children. Many agencies and support services are able to identify and assess children's needs and to provide support for them. These include a wide variety of specialist teachers and other professionals. Once a strategy for procuring support has been agreed all parties will be kept well informed of developments as is appropriate.

### **These teams can support the Nursery by:**

- Identifying ASL needs at an early stage
- Provide information on particular conditions.
- Observing, assessing and advising on appropriate targets to meet the child's needs and be involved in reviewing these.
- Demonstrate and discuss appropriate play, activities and equipment.
- Liaise with other agencies.
- Attend review meetings
- Contribute towards staff development.

The Nursery may procure the aid of these services at any time that it is deemed appropriate, e.g. advice on the identification, assessment and effective provision of resources. However, the Nursery will always ask permission from parents/carers before consulting other agencies except in the case of Child Welfare.

Co-operation between the Nursery, parents, health services, education services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for children.

### **Staged Intervention**

Staged Intervention is a framework that enables establishments to provide the most appropriate and least intrusive level of support for any child or young person with additional support needs at any time. The purpose of the staged intervention is to promote:

- A record of interventions for any child/ young person
- An inclusive approach that involves more of the people who know the child /young person more often
- Consultation for agreed plans of action
- Approaches that seek solutions
- A structured monitoring and review cycle
- The nursery will use the staged intervention model (ASPIRE) specified within the NLC Policy into Practice 2 document.
- All support materials can be found in the Policy In to Practice document.

### **Additional Support for Learning (ASL)**

Staff will liaise with the following services and professionals in order to meet the needs of children with Additional Support for Learning (ASL).

- North Lanarkshire Council Additional Support for learning Development Officer.
- Educational Psychology Service (Children with ASL, e.g. autism, sensory impairment, severe emotional and behavioural difficulties);
- Child Care Services / Social Work
- Child & Family Services-Pre school Community Assessment Team
- Speech Therapy
- Physiotherapy;
- Occupational therapy
- Public health
- Pre 5 Support For Learning Team - staff specialising in supporting pupils with:
  - Hearing impairment;
  - Visual impairment;
  - Autism;
  - General learning difficulties;
  - Specific learning difficulties
  - Behavioural difficulties
- Our additional support plans will contain information which highlights your child's skills and capabilities and the factors which give rise to your child's additional support needs.
- The plan will have learning outcomes for the year, with short term targets set each term.
- Parents / carers and children views will be included in the plan and parents are encouraged to participate in completing these together with staff. These will be reviewed regularly every six weeks. The parent and any partner services involved with the plan should be fully involved in this process

### **English as an Additional language**

Where English is not the first language of a child the staff will work in partnership with the family to encourage better communication between the two. Visual Aids, language websites and literature should be used to support children learning. Areas should include these approaches into their planning and learning and teaching approaches. Home visits should be arranged before the child starts Nursery to build effective transitions from home to Nursery. Further support can be sourced from EAL team. See contact details at the end of the policy.

### **Co-Ordinated Support Plans (CSPs)**

- Under the ASL Act some children require significant support from education and at least one other agency to help them meet their learning needs. Where this support requires a high level of co-ordination a co-ordinated support plan may be considered.
- The co-ordinated support plan is a statutory document which has a legal time frame for writing and reviewing.(see Circular c4 policy into practice)
- Parents / carers and children's views will be included in this plan.
- Parents are invited to attend and case conferences and multi agency meetings within the nursery to give valuable input and support. Staff will remain confidential throughout this process.

### **Transitions**

All children or young people experience transitions in their education. Early or timely planning is required to ensure continuity and progression between stages, breaks in education or a change in circumstances. Planning for effective transitions includes:

- Adhering to legislative timescales
- Effective communication between establishments and agencies
- Shared joint assessment of support requirements
- Ensuring continuity of support
- Informing and involving children /young people and their parents/ carers
- A focus on solutions not problems
- Specifying the least intrusive methods of support required to meet anticipated needs
- Follow through

In accordance with current legislation Amcol Scotland will follow the following procedures:

### **Six Months before a change is about to happen we will:**

- Seek advice / information from all appropriate agencies
- Seek and take account of the views of the child/young person and their parent /carers.
- Inform the child / young person and their parent / carers of decisions made
- Take account of this information and make necessary arrangements before the change takes place

At least six months before the change is about to happen (six months for children aged 3-5 moving into preschool establishments) we have to:

- Identify the agencies that need to be informed of the child / young person's needs
- Inform those agencies of the date of change, the child /young person support needs and the provision to be provided before the change to enable a smooth transition ( with the necessary consents)
- Provide the parent / carer and the young person with copies of any information passed on to the appropriate agencies( any other local authority, any health board, colleges of further and higher education)

### **Resolving Disputes**

In line with the Education (Additional Support for Learning Scotland Act) 2004 parents/carers will be able to access independent mediation for resolving disputes. Mediation is a voluntary process during which a neutral third person (a mediator) assists those involved in a disagreement or dispute to work towards finding a mutually acceptable agreement.

### **Useful Contact Numbers**

#### **Additional Support Manager Motherwell, Wishaw and Shotts Area:**

Additional Support Manager,  
Support Service Base,  
c/o Muirhouse Primary School,  
66 Barons Road Motherwell  
ML1 2NB  
Tel: 01698 252041

**Methods of requesting assistance: Direct contact with additional support manager for designated area.**

### **Gypsy / Traveller Education**

**Methods of requesting assistance:** Via telephone call / letter by Head of Establishment to Support for Learning Section, Municipal Buildings, Kildonan Street, Coatbridge ML5 3BT

### **English as an Additional Language**

EAL Team  
C/O Baird Memorial Primary School  
6 Avonhead Road  
Cumbernauld  
G67 4RA  
Tel: 01236 795698

**Method of requesting Assistance:** Referral form via head (appendix 14)

**Pre -5 Support for learning Service**

Pre 5 Support for Learning  
c/o St Stephens Primary School  
Sikeside Street  
Coatbridge  
ML5 4QH  
Tel: 01236 429260

**Method of requesting assistance:** Referral form via head of establishment, psychological services, health and social work, parental request (Appendix 13)

**Psychological Services**

Motherwell, Bellshill, Shotts and Wishaw Area  
Depute Principal Psychologist  
c/o St Brendans Primary School  
45 Barons Road  
Motherwell  
ML1 2NB  
Tel: 01698 262840

**Methods of requesting assistance:** Referral Form via head of establishment (Appendix15)