RHPS

The

Royal

High

ASL

Policy

At the Royal High Primary we aim to…

- Improve confidence, self-esteem and foster independence.

- Maximise learning opportunities for all within an inclusive and supportive environment.

- Remove barriers to learning

- Identify and support needs as early as possible.

Contents:

This policy outlines how The Royal High Primary School and Nursery Class identify and support children and young people who may have additional support needs. We aim to provide a high quality education for all our pupils, to provide effective inclusive practice and to promote a learner-centred approach where all learners are listened to and involved in the management of their own learning.

This policy has been shared with staff and parents and reviewed regularly in line with the school's Standards and Quality Improvement Plan.

Legislation and Context

The Education Scotland (Additional Support for Learning, ASL) Act 2004 states in the Code of Practice that a child has additional support needs where, for whatever reason, the child or young person is, or is likely to be unable without the provision of additional support to benefit from the school education provided.

Additional support needs may arise from the learning environment, family circumstances, a disability or health need, or social and emotional factors, and may be of a permanent or temporary nature.

We work within the framework of national and local policies. (Appendix 1)

Identification of Needs

Our school has an ASL team which includes:

- ASL Leader
- ASL Teacher/s
- Visiting English as an Additional Language (EAL) teacher
- Pupil Support Assistants (PSA)
- Educational Psychologist
- ASL Service Leader

The City of Edinburgh identifies a Staged Intervention Approach following a pathway framework. Staff should use the ASL Pathways Support Flowchart (Appendix 2) to support the pathways.

Pathway One is personalised support in the classroom, this can be the provision of tools to support independent learning, support through environment, through differentiated planning or through a range of appropriate strategies.

All class teachers have received training in the use of The CIRCLE document as a tool for creating inclusive classrooms and inclusive practice. Class teachers should use the Circle Inclusive Classroom Scale to audit their classroom environment and classroom practice to support learners at pathway 1. Where there are concerns about a pupil, teachers should use the CIRCLE Participation Scale to identify support strategies at Pathway 1.

Pathway Two is support from the ASL team. This can be individual or group work or team teaching supporting the class teacher.

If difficulties persist after pathway 1 intervention, a wellbeing concern, or schools own referral form (appendix 3) should be completed by the class teacher and returned to the ASL teacher, attaching the Circle Participation Scale to provide evidence of supports already in place.

The ASL team will discuss the referral and may complete an assessment of needs form then allocate support or make a referral if required. This should be documented in the child's support file.

Support may come in a variety of formats – direct tuition with SFL teacher, PSA support, a 1-1 or group intervention, paired reading, motor skills programme, etc. It may be long or short term and will be reviewed regularly.

If further individualised support is required, then a higher level of planning and recording may be required:

- Assessment of Needs
- Strategy Sheet (Appendix 4)
- Individualised Educational Programme(IEP)
- Child's Plan
- Co-ordinated Support Plan (CSP)

Pathway Three is support from partner agencies or services as listed below. Referrals are made by the ASL Team, through the GIRFEC process. As a result of further assessment at pathway 2, support may be requested from a partner service via referral by the ASL teacher or on application to the Additional Support Access Point (ASAP.)

The school has access to a wide variety of partner led services which can be called upon to provide support:

- Children and Adolescent Mental Health Service (CAMHS)
- Community Child Health (CCH)
- Speech and Language Therapy (SLT)
- Occupational Therapy (OT)
- Sensory Support Service – this includes the Deaf Support Team (DST) and the Visiting Teachers of the Visually Impaired (VTVI).
- ASL services include
    - EAL
    - Health and Wellbeing
    - Language and Communication

- Literacy and Dyslexia Support Service

- ICT

- Social Work/Young Carers

- Barnardos

- Children 1st (0-5)

Pathway Four is support through specialist provision and accessed through the Case Management Review Group (CMRG) in consultation with the Educational Psychologist, school, parents and where appropriate the child.

Assessment

Pupil progress is monitored at every pathway using standardised assessments and the ASL team meet regularly to plan appropriate support. This may be a block of work with the ASL Teacher, 1-1 support, a targeted Intervention or a PSA led group. All supports are evaluated and reviewed regularly and may be short or long term. Parents and young people are included in all decisions where appropriate, their views considered and feedback given. Information gathered is recorded in a variety of ways; Child Planning Minutes (CPM), ASL files, Strategy and Support Records, ASL class Trackers. Information is shared and careful consideration given to planning for effective transition for children with additional support needs, moving from Nursery to Primary 1, class to class and Primary to Secondary.

Where needs persist the ASL teacher has access to a wide range of diagnostic tools to provide information and plan next steps. These may include:

- Single Word Reading Test - SWRT

- Single Word Spelling Test - SWST

- British Picture Vocabulary Scale - BPVS

- Progress in Maths

- National Group Reading Test - NGRT

- York Assessment of Reading Comprehension (early years and older version)

- Working Memory Test.

- Phonological Assessment Battery (PHAB)

- Verbal and Non-Verbal Reasoning Test

All children who score 85 (standardised score) or less in the SWRT should be monitored and assessment results recorded on the ASL Literacy Tracker. (Appendix 5) Which is returned to ASL services annually.

Roles of the ASL Teacher

The Support for Learning Teacher has 5 main roles in supporting staff, parents and pupils regarding additional support needs

1. Direct Teaching and Co-operative Teaching

2. Assessment

3. Consultancy

4. Staff Development

5. Collaborative Working – Getting it Right

The balance of the five roles will reflect the pattern of needs of pupils, the management structure within school and the expertise of the staff involved. This may change from year to year. Clearly the five roles are inter-connected, with consultancy being involved throughout. The SFL teacher has time allocated to all 5 roles and has clear systems in place for assessment, recording and supporting learner's needs.

The ASL team has access to a wide range of strategies and supports which enable learners to reach their full potential. The list below describes some of the Universal and Targeted supports which may be available. The Circle Document provides a more expansive list.

Universal Supports available:

- Access to ICT

- Visual Timetable in all classes

- Safe Spaces and Calm Corners

- Whole school Dyslexia training and Dyslexia Friendly practices embedded

- Aids and adaptations for disabled learners

- Appropriate methods of communication for hearing or visually impaired pupils

- Creative and variety of teaching approaches used to meet the needs of all learners

- Key staff identified to support individuals with an additional support need

- EAL staff support bilingual learners from enrolment and contribute to the professional learning of the school.

- Whole School Autism training and Autism friendly strategies embedded in daily practice

- Effective transition arrangements are in place

- ASL team meet regularly and feedback to staff and parents

- Tracking and Monitoring of attainment in place and considered in planning allocation of support.

- Clear staged Intervention framework in place to identify additional support needs.

- Clear remits for ASL team

- Circle Inclusive Learning framework is embedded across the school and used by class teachers to support pupil at Pathway1

Targeted Supports

Targeted supports may include:

- PSA – agreed system and clear criteria for allocating and managing PSA time. Evaluated and reviewed regularly.

- Fresh Start

- Emotion Works/ Talks/ social skills group

- Talk and Move

- TIPS

- Seasons for Growth

- Play boxes

- Talking Time

- Reading and Language Intervention

- Paired Reading

- Support from Literacy and Dyslexia Support Service

- 1:1 Speech and Language programme

- Motor Skills programme

- Toe by Toe

- Support for Highly able pupils

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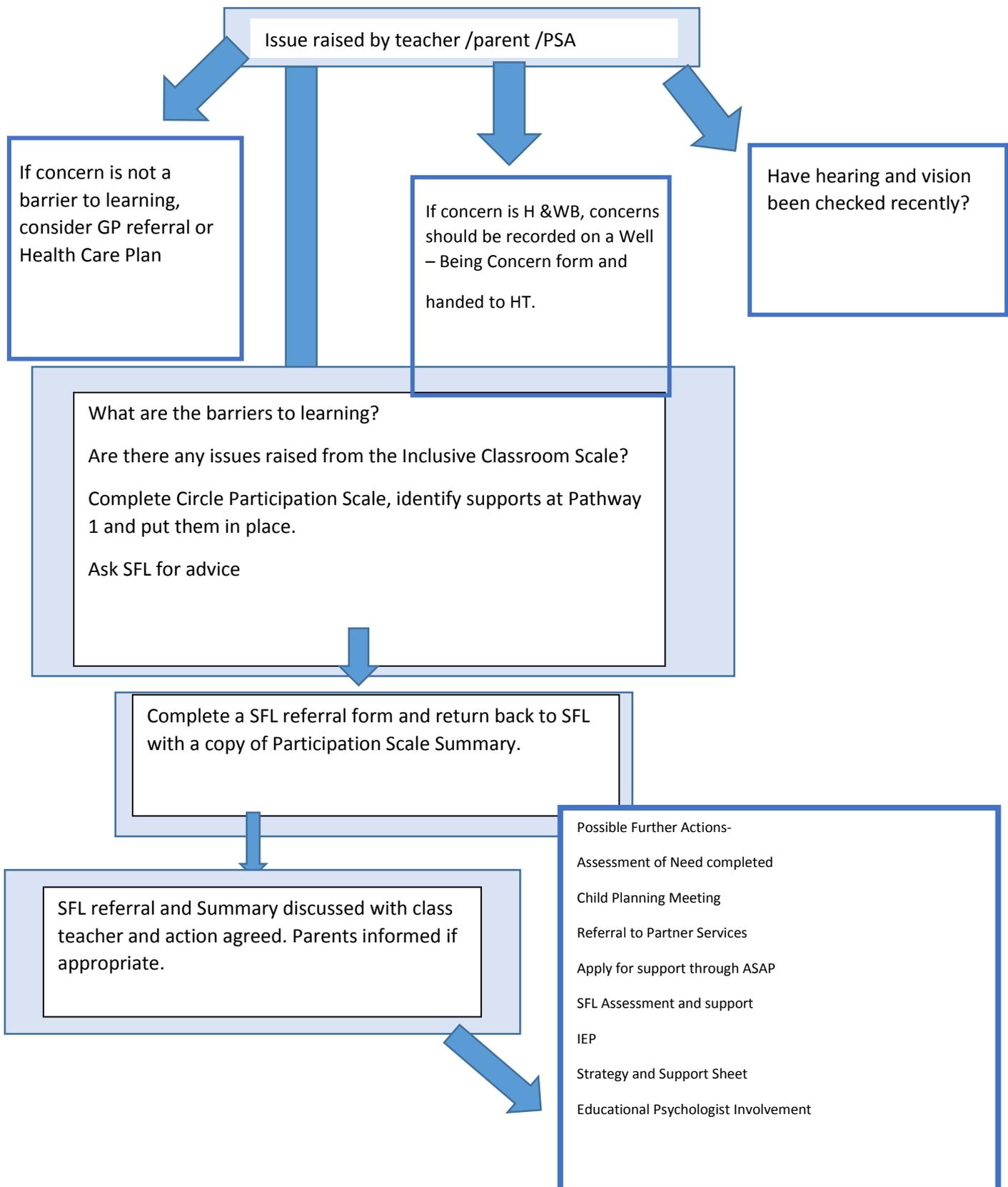
This policy has been shared with staff and parents and reviewed regularly in line with the school's Standards and Quality Improvement Plan.

Appendices

Legislative Context

- HMIE, 2007, How Good is our School? The Journey to Excellence: Part 3 (Revised edition), Livingston, UK

- Parliament of the United Kingdom, 2010, The Equality Act, London, UK

- Scottish Government, 2004, The Curriculum Review Group, Edinburgh, UK

- Scottish Government, 2006, Scottish Schools (Parental Involvement) Act, Edinburgh, UK

- Scottish Government, 2009, Education Scotland (ASL) Act, Edinburgh, UK

- Scottish Government, 2010, Supporting Children's Learning Code of Practice, Edinburgh, UK

- Scottish Government, 2010, The City of Edinburgh Council – GIRFEC Framework, Edinburgh, UK

- Scottish Government, 2014, The Children and Young People (Scotland) Act, Edinburgh, UK

- The City of Edinburgh Council, 2011, Literacy and Dyslexia Guidelines, Edinburgh, UK

- The City of Edinburgh Council, 2011, Up, Up and Away Document, Edinburgh, UK

- The City of Edinburgh Council, 2014, The City of Edinburgh Child Planning Support Materials, Edinburgh, UK

- The City of Edinburgh Council, 2015, CIRCLE Document, Edinburgh, UK

- United Nations, 1990, The United Nations Convention on the Rights of the Child, National and International Policy, New York, USA

ASL pathways support flow chart

Issue raised by teacher /parent /PSA

If concern is not a barrier to learning, consider GP referral or Health Care Plan

If concern is H &WB, concerns should be recorded on a Well – Being Concern form and handed to HT.

Have hearing and vision been checked recently?

What are the barriers to learning?

Are there any issues raised from the Inclusive Classroom Scale?

Complete Circle Participation Scale, identify supports at Pathway 1 and put them in place.

Ask SFL for advice

Complete a SFL referral form and return back to SFL with a copy of Participation Scale Summary.

SFL referral and Summary discussed with class teacher and action agreed. Parents informed if appropriate.

Possible Further Actions-

Assessment of Need completed

Child Planning Meeting

Referral to Partner Services

Apply for support through ASAP

SFL Assessment and support

IEP

Strategy and Support Sheet

Educational Psychologist Involvement

SFL referral Form

Support for Learning Referral

Teacher: Class:

Date:

Child:

Please Highlight Areas of concern:

Literacy	Numeracy	Motor Skills	Vision/Hearing	Speech and Language
Social Communication & Social Interaction	Behaviour	Attention & Focus Organisation	Emotional Well-being	Attendance & Time keeping (HT aware)

Pathway 1 support

What strategies and supports are currently in place? **SFL, Place2be, TIP group, Sensory Circuits, Talk and Move Group, Social skills group, Talking Time Group, EAL support, Toe by Toe, Read Write Inc, Fresh Start, Hot listing, Visual supports, Individual workstation, PSA support, Social Stories, Reward Charts, referrals to Partner Agencies, ICT, paired reading, Circle Participation Scale, Place2Be, etc.**   *What was their impact?*

SFL referral Form

Action as a result of consultation with SFL staff

Date for Review-

Reviews	date

Date: **Completed by:**   **Next Review date:**

Checklist: Does the information above answer the following questions?

- What is getting in the way of this child's wellbeing?
- Do I have all the information I need to help this child? (If not, what other information do I need?)
- What can I do in class (Pathway 1) to support this child?
- What can we do in school (Pathway 2) to support this child?
- Is any additional help required? If so, which Partner Services/Agencies should we refer to?

RHPS **Pupil Support Strategy Sheet - Session: 2017/18**

Name:								
D.O.B:								
Class:	(Please highlight each stage used)							
Teacher:		nur	P1	P2	P3	P4	P5	P6	P7
Strategies commenced: (year group /date /teacher)								

Profile

Significant factors affecting Learning

Approaches

ASLS Literacy Tracker

Name	DOB	Primary School	P2	P3	P4	P5	P6	P7	Secondary School	S1	S2	S3	
		QWERTY primary School											

Name:

D.O.B:

Class:

(Please highlight each stage used)

Teacher:

nur	P1	P2	P3	P4	P5	P6	P7

Strategies commenced:
(year group /date /teacher)

Profile

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