

Linlithgow Primary School



Support for Learning Policy & Guidelines



Aims:

In Linlithgow Primary School, Support for Learning is an integral part of all teaching and learning, and through it we aim to:

- To provide an ethos of achievement within a secure, caring and stimulating environment where each individual feels happy, confident and valued.
- To provide equal opportunities for all children, including those with additional support needs, and to have the highest expectations set for them all to achieve.
- To provide support which will provide continuity and progression for all pupils, where content is relevant to age, ability, experience and need.
- To support pupils to improve and challenge literacy and numeracy skills in a variety of ways.
- To promote an inter-agency partnership encouraging liaison and co-operation between pupils, staff, home and the community.
- To review individual pupil's needs and progress through regular consultation between class teachers, support staff and the Support for Learning teacher;

Ethos

At Linlithgow Primary School we believe in creating a nurturing, learning environment where a growth mind set and progress are celebrated. We recognise that each child is unique and learns at their own pace and has their own individual strengths and needs. We aim to support children to fulfil their potential and build their confidence in doing so. We are committed to including all pupils in all aspects of school life and supporting them to "Be All You Can Be."

The Five Roles of Support for Learning

1. Identification and assessment of additional support needs
2. Planning, learning and teaching.
3. Consultation and collaboration with staff
4. Partnership with specialists and outside agencies.
5. Supporting/contributing to professional learning.

1. Consultancy

The SFL teacher will:

- consult with the class teachers on prioritising groups and individuals and on programmes of work and appropriate resources that will be provided
- assess pupils and communicate results of assessments to relevant staff
- consult with class teachers, support staff and parents/carers on the creation and management of pupil plans
- consult with nursery staff, relevant high school staff and special school staff at times of transition for pupils with additional support needs
- consult with parents and carers
- consult with external services where appropriate

2. Cooperative Teaching

The SFL teacher works cooperatively with class teachers and support staff. The general aims of cooperative teaching are:

- to work together to develop specific areas of the curriculum
- to cater for the range of pupil abilities
- to provide specific support for pupils with additional support needs

3. Direct Teaching

The SFL teacher may carry out direct teaching. This is especially beneficial for:

- pupils who have not yet mastered basic literacy and numeracy skills and who need an intensive, structured programme to address difficulties
- pupils with specific difficulties, who may have mastered early skills but who need individual teaching to achieve their potential
- pupils whose lack of concentration or behaviour in class is a barrier to their learning

Staged Approach to Support for Learning

1. UNIVERSAL- Aware of child requiring additional support in class.
 - a. differentiation of strategies/approaches
 - b. use of support staff in class.
2. ADDITIONAL- Child requires targeted additional school based intervention and support (may have an IEP). This could be through;
 - a. In class support
 - b. Nurture group
 - c. Targeted SFL intervention
 - d. Counselling
3. ENHANCED- Child has an IEP and assessment of wellbeing and requires outside agencies such as;
 - a. SALT
 - b. Literacy Base/Language Outreach/ IWS
 - c. Social Work
 - d. Educational Psychologist
 - e. Counsellor
 - f. Voluntary Sector
4. INTENSIVE- Complex additional needs and attends specialist school provision.

Children within stages 2-3 of the Continuum of Support will possibly have either an IEP, Assessment of Well Being and/or a Child's plan.

Children who require further support beyond school universal and targeted strategies and resources, advice and consultation and direct input from partner agencies, the Continuum of Support Policy will be followed working alongside parents/carers.

Interventions

Not all interventions are long term, some children will only need support over a short term and this will be done through regular observation and assessment.

In Class Interventions

Differentiation

PSW Support

IDL for those struggling with spelling/reading

Daily Reading for fluency and confidence

SFL materials with consultation and collaboration with class teacher

Spelling visual boards

Concrete materials

Writing frames and word mats

Overlays and coloured jotters/whiteboards

Angle boards

Pencil grips

Fidget toys

Group/1:1 Interventions

Children will be grouped with targeted focus and taken out of class with SFL teacher or PSW.

Inter-Agency Partnerships

SALT

Murrayfield Language Base

Literacy Base

Educational Psychologist

Community Health

Inclusion and Wellbeing Service

Individualised Educational Programmes

A pupil requires an IEP when their identified priority needs are not met through whole class curriculum planning and differentiation for groups within that class. The pupil's needs form the core of the IEP.

IEPs are a collaborative approach to planning which is not separate from classroom practice. They state long term targets and short term SMART targets (**Specific, Measurable, Achievable, Relevant, Timed**) related to the long term targets. Targets set within IEPs can be achieved through class activities with the teacher, cooperative teaching, group activities and through the support of parents/guardians/carers.

Transition

Enhanced transitions

Enhanced transitions will be offered to all children who require this and will be provided during transitions between stages, from nursery-P1, from P7-S1 and to and from our school with other schools.

P7 to S1: Literacy base transition referrals to be completed by end of November using Dyslexia profiles.