



Additional Support for Pupils

*You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life. **Article 22, UNCRC***

*You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. **Article 28, UNCRC***

*Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. **Article 29, UNCRC.***

The purpose of this information is to share with all parents and carers the procedures in place at Portlethen Primary in order to support all pupils.

All pupils need support to help them learn. Through good quality learning and teaching and an appropriate curriculum, most are able to make progress via day to day differentiation of work and universal support normally found within a class environment. This includes teacher, PSA and peer support as well as a variety of resources available to all pupils to support their learning.

Some children and young people will require support which is different from what is normally provided in the classroom. In other words, they need additional support for learning or targeted support.

The following are some examples of situations which may mean that a child needs some additional support in school. These examples are only a guide because every child is different and it is not possible to list all of the reasons why additional support might be accessed. Circumstances which disrupt one pupil's learning may have little or no effect on the learning of another. One child's additional support needs could last for just a few weeks while another's may last for years.

Factors which might mean additional support is required could include:-

Learning environment

The subject matter being taught, the pace of learning or the environment, may not be suitable for an individual pupil

Family circumstances

Family breakdown, homelessness, or becoming looked after may have an effect on a pupil's ability to learn

Disability or health needs

Sight or hearing difficulties, mental or physical health problems, learning or attention difficulties can all affect how well a pupil is able to learn

Social and emotional factors

Bereavement, bullying, behavioural difficulties or experiencing discrimination could mean that a child needs additional support.

What is Staged Intervention?

A Staged Intervention process is used at Portlethen Primary in order to identify and meet the needs of children and young people who need additional support of any description. The system is based on:

- Building strong partnerships between pupils, their parents/carers and those who support their learning
- Early intervention and targeting of resources where it is most needed
- Agreeing on a plan to help a child or young person reach their potential
- A system for monitoring and reviewing progress and achievements.

There are four stages of Staged Intervention at Portlethen Primary and pupils are placed according to how much their needs impact on their learning. Pupils may move between stages as interventions make an impact or pupils' circumstances change.

A Guide to Staged Intervention – the four stages:

Universal Support – Stage 0

All pupils have their educational needs identified and met in the classroom by their teacher. Pupils and parents are involved in this process on an on-going basis and it is the everyday business of the school. The majority of children will be at this stage. Class teachers are able to support your child in the mainstream class through differentiation of activity or in class support. The class teacher will track progress through his/her planning and assessment and identify groups within differentiated literacy/numeracy groups etc. Pupils are sometimes grouped in order to maximize teaching time and your child will be aware of the reading group that they belong to in particular. Some areas of the curriculum are taught as whole class lessons and pupils are supported according to need. The important point to note is that all pupils start at Stage 0 meaning that their needs can be met in their mainstream classroom.

Targeted Support – Stage 1

At Stage 1 the class teacher identifies an area/areas of need and completes a pupil concern form which is submitted to the Additional Support For Learning team ("ASL") who discusses next steps with the Head Teacher who has responsibility for co-ordinating all Additional Support Needs ("ASN"). On the form there is the opportunity for the class teacher to identify any areas of need and also note strategies already in place.

Should it be decided that your child would benefit from support at Stage 1, you will receive notification detailing how we intend to meet your child's needs. Support may be short term or last over a longer period of time according to need.

Generally, at Stage 1, the pupil is supported using resources, both human and concrete, that are available within the school environment. Needs are assessed, planned for and evaluated accordingly and next steps are then planned.

At Stage 1, ASL staff will become involved through allocation of resources, time, and/or advice in order to support the pupil.

Our ASL team timetable themselves to support pupils within their classroom or in a targeted group/individual setting and they also team teach alongside mainstream class teachers. Pupils may be supported in class by a member of the ASL team or taught as a small group for a short timetabled slot during their school week. They may also be supported by a Pupil Support Assistant (“PSA”) through reinforcement tasks to develop their skills according to need.

At Stage 1, ASL staff may also undertake some assessments that will build up a picture of strengths and areas for development to plan for accordingly.

Pupil progress will be regularly reviewed through meetings between class teachers and ASL staff.

Pupils at Stage 1 of the Staged Intervention process are continually being assessed and interventions evaluated and staff continue to plan to meet pupils’ needs accordingly.

Targeted Support - Stage 2

If the support provided by Stage 1 intervention is not sufficient to meet the pupil’s needs, the pupil will move to Stage 2 in the process. At this stage the class teacher, ASL staff and Senior Leadership Team (“SLT”) meet to discuss a child’s needs and plan support strategies.

At stage 2, an Individual Educational Plan (“IEP”) may be created for your child if it is deemed necessary. An IEP is an educational planning document which describes the nature of a pupil’s additional support needs and identifies the type of support which is required and the strategies which could be used. The IEP sets out targets to meet the pupil’s needs. Parents and pupils have the opportunity to contribute to the IEP. This document is reviewed and updated at three points in the session.

At this stage ASPECTS may also be accessed or further assessments may be undertaken by ASL staff. ASPECTS are a part of Aberdeenshire Council that provide support for children through technology and equipment that can be used to support a pupil to access the curriculum.

It may be appropriate to make an informal consultation with Educational Psychology Service at this point but every case needs to be considered on an individual basis and this consultation may take place during any stage of the Staged Intervention Process or not at all. Any resources or suggested methods of supporting the pupil will be acted upon and staff will review progress. A number of informal consultations may take place and it may be appropriate to move to the formal process of consultation at any time during this stage. Permission will be sought from parents/carers prior to a formal consultation with the Educational Psychology Service and you will always be invited to the meeting in order to discuss your child’s strengths and identify and action required. Should it be deemed appropriate, other partner agencies such as the School Nurse, Occupational Therapy (OT), Speech And Language Therapy (“SALT”) or Social work Service may be invited to the meeting to provide advice.

Parents/carers may also approach the Head Teacher to discuss the involvement of the Educational Psychology Service should they have concerns regarding their child’s needs.

Targeted Support - Stage 3

At Stage 3, the pupil will have an IEP.

At Stage 3 school staff involve other professionals in helping support a child. Educational psychology service may be involved at full consultation level and a meeting will be held with all partners most concerned with a view to having the child at the centre of their discussions in order to explore areas of difficulty and generate actions and strategies. Outcomes are recorded and distributed to those present at the Multi Agency Action Planning Meeting (“MAAPM”). Arrangements will also be made to review progress.

At this stage other provisions such as an Enhanced Provision place at Portlethen Primary may be sought. It may be that pupil requires support beyond that which is offered at Portlethen Primary, for example access to the Community Resource Hub or through a Flexible Learning Pathways Plus package. Other agencies may also be deployed to support a pupil such as Social work or Health agencies such as:

- School Doctor
- Speech and Language Service
- Child and Adolescent Mental Health Services
- Providers identified through Learning Pathways Plus

For a small number of pupils a legal framework involving completion of legal documentation to support their needs is required.

It is important to note that pupils at Stage 2 or 3 of the Staged Intervention process may, as a result of interventions/time may move back to stage 1 or 0 move between stages during their primary school career; because a pupil has reached a stage does not mean that they remain at this stage in the process.

A very small number of pupils (less than one per cent of the school population) require a **Co-ordinated Support Plan** (“CSP”) to organise their support. A pupil requires a CSP to manage the provision of additional support if:

- they have a need which is **complex** (likely to have a significant adverse effect on his or her school education); or
- they have many different needs (**multiple**) **and** their need(s): is/are likely to last for more than a year
- require significant additional support from the education authority
- require significant additional support from at least one other partner agency on a frequent basis.

This level of support need is sometimes referred to as “having enduring, complex or multiple barriers to learning which require a range of additional support from different services”. Another measure often used when professionals discuss opening a CSP is whether the support provided by partner agencies is “direct, continuing and substantial.

At Stage 3, regular reviews will be conducted to identify progress made and identify next steps in learning.

For children who are at Stage 3 in Primary 6 and 7 at Portlethen Primary, ASL staff involved work with pupils through to academy in order to ensure pupils are supported appropriately and transitions are effective. Enhanced transitions take place for identified pupils. Enhanced Provision places at Portlethen Academy are considered if appropriate.

Educational Psychology Service at Portlethen Primary

Each school in Aberdeenshire has an allocation of an Educational Psychologist to support the school on both an informal and formal basis. Portlethen Primary currently receives one half day once every four weeks from this service. The school will timetable the visits in advance and prioritise accordingly. The processes from referral to assessment/consultations take time to complete. Patience and support is greatly appreciated during this important time.

Enhanced Provision Applications

Portlethen Primary is an Enhanced Provision School. It is important to note that pupils do not automatically gain access to the Enhanced Provision resource. Recommendations through the Multi Agency Action Planning process are considered through the Community Resource Hub Forum ("CRHF") for Enhanced Provision places as well as places at the Community Resource Hub in Carronhill. The CRH meets on a regular basis. Each individual case is considered on its own merit. Following this meeting parents/carers will receive a letter detailing the offer of provision being made from the authority.

Intervention Prevention

The Portlethen Cluster may refer pupils to the Intervention Prevention Teacher ("IPT"). The IPT teacher will offer support to assigned pupils on a short term basis, usually no longer than one term.

Early intervention and prevention aims to promote wellbeing and help manage risk. Pupils referred to IPT usually require support in connection with social and emotional behaviour needs. IPT teachers also work with children who have Autistic Spectrum Disorders.

The role of an IPT also extends to the provision of guidance and training to all staff members regarding supporting the social and emotional wellbeing of pupils.

Your child's class teacher together with the IPT will contact you if your child has been identified for this support.

Nurture

Our Nurture Group is a small class of pupils led by a specially trained teacher and PSA. The purpose of the group is to offer children opportunities to re-visit early learning skills and promote and support their social and emotional development.

Our Nurture Group currently runs for four mornings a week, pupils returning to their own classes in the afternoon. Pupils would normally attend the Nurture Group in the mornings up to lunch time and this can continue for two to four terms, before they return back into class.

If we think that your child would benefit from additional support with social/emotional skills or attention and concentration skills the pupil's class teacher will notify the nurture teacher who will then make contact with you to discuss their support needs.

We hope you find this information useful regarding the procedures employed at Portlethen Primary to support our pupils. It is difficult to provide concise information that gives precise detail as we aim to get it right for every child and every child is unique. The absolute priority is that we continue to work towards meeting needs and staff are committed to providing the best possible learning experiences in order that each pupil reaches their full potential.

Sandra McKechnie
Head Teacher
Portlethen Primary School