



Additional Support for Learning Framework



This document is intended for all staff with particular reference to Additional Support for Learning. It is the responsibility of all to ensure effective learning and teaching to allow all learners to feel safe and included and to be successful.

At Trinity Primary School, within an inclusive and nurturing ethos, we aim to

- *Identify and supports needs as early as possible*
- *Improve confidence and self esteem and foster independence*
- *Remove barriers to learning*
- *Maximise learning opportunities for all*

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, without the provision of additional support, unable 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
- Pupil Support Officer
- Nurture Teacher
- Family Support Worker
- Educational Psychologist

In line with the City of Edinburgh Staged Intervention Approach staff use the ASL Pathways Support Flowchart (Appendix 2) to support the pathways.

Pathway One : 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 use the CIRCLE document as a tool for creating inclusive classrooms and inclusive practice. Class teachers 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 use the CIRCLE Participation Scale to identify support strategies at Pathway 1.

Pathway Two : 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 discussion will take place with a member of the ASL team. This will include a review of current strategies. If appropriate a referral form (appendix 3) will be completed.

The ASL team will discuss the referral and allocate support if required. Support may come in a variety of formats – direct tuition with ASL teacher, PSA support, a 1-1 or group intervention, paired reading, motor skills programme, alternative timetable 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.

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 Services (CAMHS)
- Community Child Health (CCH)
- Speech and Language Therapy (SALT)
- ASL services including EAL, Language and Communication, Literacy and Dyslexia support service, Digital Learning Team
- Occupational Therapy
- Social work
- Barnardos

Pathway Three : support from partner agencies or services. Referrals are made by the ASL Team, through the GIRFEC process.

Pathway Four : support through specialist provision. This is accessed through an application made to the Educational Placement Group (EPG). This is always carried out in consultation with the Educational Psychologist, school, parents / carers and, where appropriate, the child.

Assessment

Pupil progress is monitored at every pathway using a variety of assessment approaches. These may include standardised assessments. 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 / carers and young people are included in all decisions where appropriate, their views are considered and feedback is offered. Information is recorded and shared in a variety

of ways; Child Planning Minutes (CPM), ASL files, Strategy and Support Records, ASL class Trackers. Careful consideration is given to planning for effective transition for children with additional support needs eg 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
- York Assessment of Reading Comprehension – YARC
- Working Memory Test
- Phonological Assessment Battery
- Verbal and Non-Verbal Reasoning Test

All children scoring 85 (standardised score) or less in the SWRT are monitored and assessment results recorded on the ASL Literacy Tracker. This is returned to ASL services annually.

Roles of the ASL Teacher

The ASL Teacher has 5 roles

- Consultancy
- Cooperative Teaching
- Direct Teaching
- Specialist Service
- Staff Development

The balance of the five roles will reflect the pattern of needs of learners, the leadership structure within school and the expertise of the staff involved. This may change from year to year. The five roles are inter-connected, with consultancy being involved throughout. The ASL team works collegiately to allocate time to all 5 roles and has clear systems in place for assessment, recording and supporting learners' 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 supports which may be available. The Circle Document provides a more expansive list.

Universal supports available:

- Use of IT
- Visual timetables in class
- Safe spaces
- Dyslexia training and Dyslexia friendly practices embedded

- Creative variety of teaching approaches used to meet the needs of all learners
- Principles of nurture
- Aids and adaptations for learners with a physical disability
- Autism training and autism friendly strategies embedded in daily practice
- Effective transition arrangements in place
- Regular meetings within ASL team
- Building Resilience programme
- Tracking and monitoring of attainment
- Staged intervention approach in place to identify additional support needs
- Circle Inclusive Learning framework embedded across the school ASL team

Targeted supports

May include:

- PSA support – agreed system and clear criteria for allocating and managing PSA time. Evaluated and reviewed regularly.
- Nurture support
- Read, Write Inc
- Fresh Start
- Emotion Talks / social skills group
- Zones of regulation
- Talk and Move
- TIPS
- Word Boost
- Seasons for Growth
- Play boxes
- Reading and Language Intervention
- Paired Reading
- Talking Time
- Support from Literacy and Dyslexia Support Service
- Motor Skills programme

At Trinity we fully embrace inclusion. Our aim is to ensure that all pupils are treated fairly and equally and are given the chance to achieve their full potential. As far as possible there should be no barriers to learning. The responsibility for ensuring all pupil needs are met lies with **all** relevant staff and requires strong teamwork and communication.

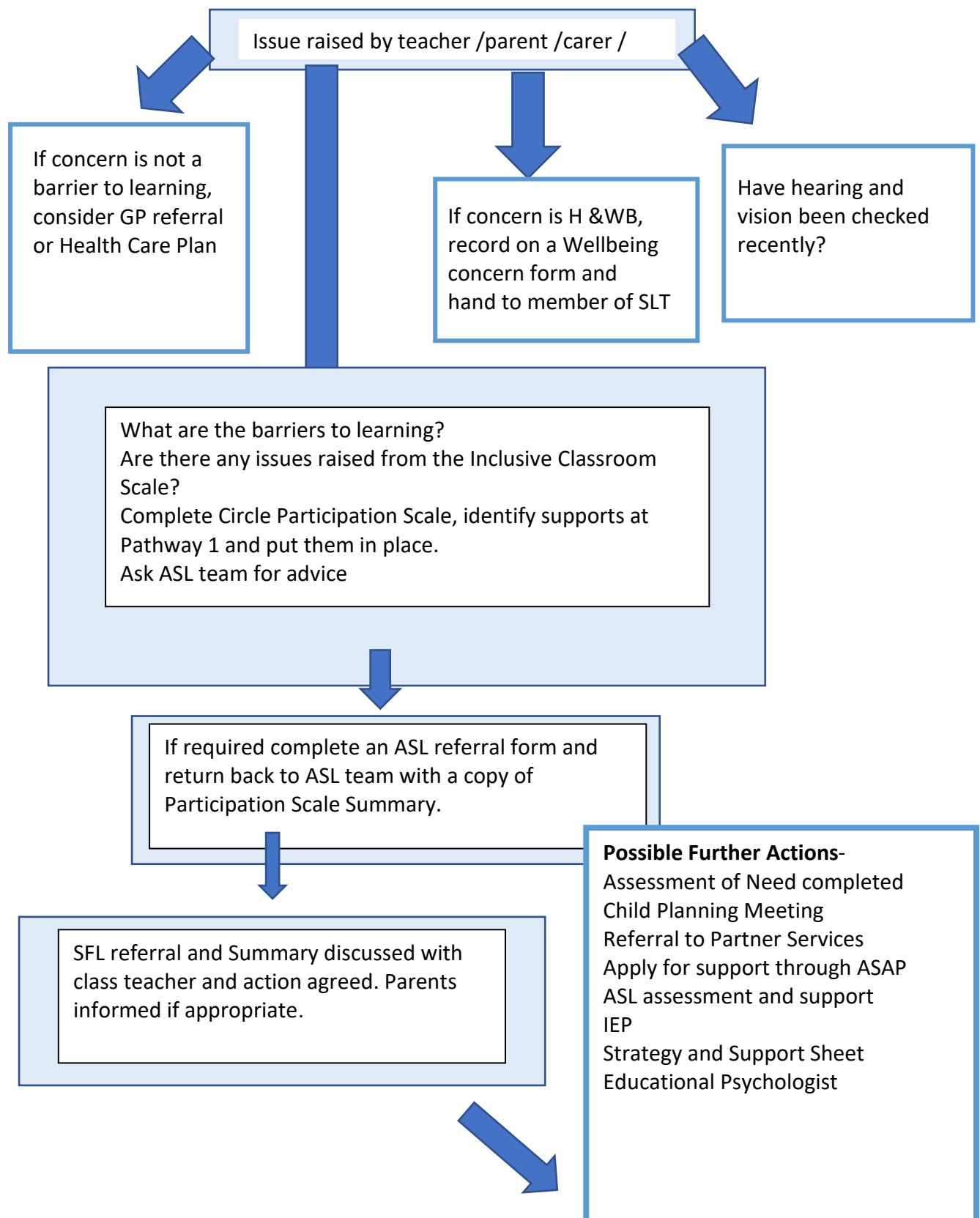
Appendix one

Legislative Context

- How Good is our School? 4th edition 2015
- Parliament of the United Kingdom, 2010, The Equality Act, London, UK
- SG, 2004, The Curriculum Review Group, Edinburgh UK
- SG, 2006, Scottish Schools (Parental Involvement) Act, Edinburgh, UK
- SG, 2009, Education Scotland (ASL) Act, Edinburgh, UK
- SG, 2010, Supporting Children's Learning Code of Practice, Edinburgh, UK
- SG, 2010, The City of Edinburgh Council – GIRFEC Framework, Edinburgh, UK
- SG, 2014, The Children and Young People (Scotland) Act, Edinburgh, UK
- CEC, 2019 Literacy and Dyslexia Guidelines, Edinburgh, UK
- CEC, 2019, Up, Up and Away Document, Edinburgh
- CEC, 2014, The City of Edinburgh Child Planning Support Materials
- CEC, 2016, CIRCLE Document, Edinburgh, UK
- United Nations, 1990, The UNCRC, New York, USA

Appendix two

ASL pathways support flow chart



Appendix 3

ASL referral Form

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

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, nurture etc.

What was their impact?

Action as a result of consultation with ASL team

Date for Review-