

# Greenbank Pre School

## Additional Support for Learning Policy



### **Greenbank Pre School**

Edinburgh Greenbank Parish Church of Scotland  
Braidburn Terrace  
Edinburgh EH10 6ES

*SPPA Registration No: 0923*  
*Charity No SCO11325*

**Mrs K Humphrey is Additional Support for  
Learning Team Leader**

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# Section 1- Additional Support Needs and Policy Development

## Additional Support Needs

The following quote defines the term additional support needs. It is taken from 'Supporting Children's Learning', a Code of Practice and emphasises the wide range of factors which may give rise to additional support needs.

*"The Additional Support for Learning Act introduces a new framework for supporting children and young people in their school education, and their families. This framework is based on the idea of additional support needs. This new term will apply to children **and young people** who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education. Children and young people may require additional support for a variety of reasons and may include those who:*

- *have motor or sensory impairments*
- *are being bullied*
- *are particularly able or talented*
- *have experienced a bereavement*
- *are looked after*
- *have a learning difficulty*
- *are living with parents who are abusing substances*
- *are living with parents who have mental health problems*
- *have English as an additional language*
- *are not attending school regularly*
- *have emotional or social difficulties*
- *are on the child protection register*
- *are young carers.*

*The above list is not exhaustive nor should it be assumed that inclusion in the list automatically implies that additional support will be necessary. "*

## The Wider Context

:

**National Legislation e.g.**

**Disability Discrimination Act (1995)** was extended to schools in September 2002. Less favourable treatment of a disabled person without justification which is material and substantial. Failure to carry out reasonable adjustment, without justification which is material and substantial.

**Education (Disability Strategies and Pupils Educational Records) (Scotland) Act (2001)** includes references to pupil records to ensure that existing legislation is in line with data protection and maintaining of confidentiality.

#### **Standard in Scotland's etc Act (2000)**

'Where an education authority in carrying out their duty to provide school education to a child of school age, provide that education in a school, they shall unless one of the circumstances arises in relation to the child provide it in school other than a special school.' **The presumption of mainstreaming was implemented nationally in August 2003.**

#### **Assessment is for Learning**

**Assessment is for learning** is based on research indicating that learners learn best when:

- they understand clearly what they are trying to learn and what is expected of them
- they are given feedback about the quality of their work and what they can do to make it better
- they are fully involved in deciding what needs to be done next and who can give them help if they need it.

#### **The Education (Additional Support for Learning) (Scotland) Act 2004**

introduced a new framework for providing for children and young people who require Additional Support for Learning. The Act imposes new duties on education authorities in connection with the provision of school education as well as duties on other appropriate agencies. It also introduces new rights for parents and young people.

#### **Curriculum for Excellence**

"Our aspiration is to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society."

#### **City of Edinburgh Policies and Guidance e.g.**

- Learning for All (2003)
- Additional Support for Learning Policy (2006)
- 'In On the Act' 2006, the City of Edinburgh Guidance for Staff on the Education (Additional Support for Learning) (Scotland) Act 2004
- Accessibility Strategy (2006)

- A framework for Gifted and Talented Pupils (2006)

## **Aims of the Policy**

The centre is committed to

offering high quality learning experiences which take account of national and authority guidelines

developing a caring, supportive attitude between staff

working together as a team

encouraging staff to develop themselves professionally and personally

equality and inclusion

building a partnership with parents and valuing their contributions

## **Policy Development**

This policy has developed after staff attended the launch of the Additional Support for Learning Act and thereafter in staff discussion. Parents on both the Management and Parents Committee have reviewed a draft policy drawn up by the Kate Humphrey. Comments and alterations have been made as a result to reflect the views of parents, carers and staff.

## **Monitoring and Evaluation**

Managers and staff monitor and evaluate provision using The Child at the Centre, A Curriculum Framework for Children 3-5, the CEC Guidelines towards Good Practice and 'In on the Act', Guidance for Staff.

## **Section 2 – The CEC Framework of Support and Support Approaches**

### **The City of Edinburgh Framework for Support**

Section 3 of Chapter 3 of the City of Edinburgh Guidelines, 'In On the Act' outlines the Framework for Support in which Greenbank Preschool will operate in meeting additional support needs. The approach to support is illustrated through pathways as follows:

within centre  
within centre with support from external services  
through a special placement  
by an external service

The approaches used in Greenbank Preschool through each of these pathways are as described in the following section.

### **Support Approaches in Greenbank Preschool**

#### **Approaches within centre** (*See 'In on the Act', page 3.9*)

- observation, assessment and planning
- discussion with parents
- individual and small group work
- review of the learning environment

#### **Approaches within the centre** (*See page 3.10 'In on the Act'*)

- liaison with other partnership services and agencies
- additional support planning e.g. additional support plan, behaviour plan, Health Care Plan, Individualised Educational Programme
- monitoring by centre manager

#### **Approaches within centre with support from partnership services and agencies** (*See 'In on the Act,' page 3.11*) .

- Arrange a Multi Disciplinary Review Group with relevant partnership services and agencies ie when more than one agent is involved. (Schools call this a Pupil Support Group (PSG) and is referred to in this document hereafter as PSG) A parent /carer is invited to be part of this group.

- Individualised planning e.g. Individualised Educational Programme, Co-ordinated Support Plan etc.
- Staff Development

## **Section 3 – The Additional Support for Learning Team**

### **Introduction**

(The City of Edinburgh recommends that all establishments within the Child and Families Department have an Additional Support for Learning (ASL) team, with a named team leader.)

All staff have a responsibility to ensure individual pupils work towards achieving their full potential. In Greenbank Preschool, the ASL team is the full time staff and they will work together to support learning.

ASL team leader – Kate Humphrey  
Deputy-Julie French  
Learning Assistants/Early Years Workers

### **Roles and Responsibilities in Supporting Learning**

#### **ASL team leader**

The ASL team leader:  
has an overview of all children with additional support needs within the Centre and ensures their needs are met e.g. through discussion with staff, arranging meetings, referrals etc.  
ensures information and individual plans are shared with and implemented by appropriate staff members.  
liaises with parents, carers and partnership services and agencies

#### **Key Worker**

The Key Worker:  
has an overview of any children with additional support needs within the key group, and ensures their needs are met  
liaises with parents, carers and ASL team leader

Parents  
Every parent:

ensures their child attends the centre regularly and informs centre staff of reasons for absence  
shares information relevant to their child's learning and well-being  
attends meetings to discuss their child's needs and progress

## **Section 4 - Gathering Information to Identify Needs**

### **Identification** *See 'In on the Act' page 3.9*

Children with additional support needs are identified through

information from parents  
observation and discussion within team  
reports from other partnership services and agencies  
transition information  
specific assessment materials

### **Assessment**

Assessments of individual children with additional support needs are carried out through

- observation, assessment and discussion within team
- reports and assessments from other partnership services and agencies
- use specific assessment materials

## **Section 5 - Planning to meet Additional Support Needs**

### **Introduction**

For the majority of children in Greenbank Preschool, individual needs are met in daily and weekly plans, through team discussion.

### **Specific Plans for Children with Additional Support Needs**

#### **Additional Support Plan**

(See 'In on the Act' page 3.16 and Appendix 2)

An Additional Support Plan is required for any child who has needs which are additional to or otherwise different from their peers. The ASL team decides which children will benefit from having an Additional Support Plan. This plan ensures a consistency of approach and use of specific strategies by all members of staff for individual children.

This plan will briefly outline the nature of the child's Additional Support Needs, the factors affecting learning, the approaches to be used and the learning outcomes to be achieved. Advice and information from other relevant partnership services and agencies may support the plan.

#### **Individualised Educational Programme (IEP)**

(See 'In on the Act', page 3.17)

An IEP will be drawn up for children with additional support needs arising from complex factors, and who require more detailed planning and specific learning targets. It is likely that other partnership services and agencies will be involved. Short term targets should be reviewed on a termly basis and long term targets annually.

#### **Health Care Plan**

A health care plan is drawn up for any child who:

requires individualised care  
has a medical condition or  
is on medication which impacts on their day-to-day life and which requires support.

The plan is drawn up in consultation with the parents and the community paediatrician or school nurse. It is shared with all relevant staff.

### **Supporting Learning Profile**

(See 'In on the Act' Appendix 3a - c)

The Supporting Learning Profile is drawn up by a Health Professional to support the functioning and achievement of a child with whom they are working. The profile will usually include only one target to be met, with a maximum of two. Information will be given on key areas for development, what the child or young person can do within this area and suggested strategies to develop this further. The ASL team ensures that the profile is fully discussed with all staff working with the child and is passed on to future staff where necessary.

### **Care Plan**

(See 'In on the Act', chapter 4, Section 4, page 4.8)

If a child or young person is on 'looked after' or 'looked after and accommodated' they have a care plan which is drawn up by their social worker, in consultation with parents, carers, centre staff and other significant partnership services and agencies and individuals. This plan is shared with the ASL team and other relevant members of staff.

### **Coordinated Support Plan**

(In on the Act page 3.21 - 3.26 and Appendix 6)

The Coordinated Support Plan (CSP) is a statutory document that supports planning, monitoring and review of provision. This is opened for a child whose learning requires significant additional support from education and one or more agencies, usually Health or Social Work.

The centre can initiate the process in the following ways:

- when reviewing an IEP
- when reviewing the provision in a Record of Needs
- at a PSG meeting

Parents are always invited to these meetings.

The process can also be initiated at the request of a parent, or by another agency.

### **Care Coordination**

(See 'In on the Act' page 5.2 and Appendix 9)

Care Coordination with Key Working is a model of practice which works to ensure interagency collaboration in the delivery of services based on the individual child's needs.

## **Section 6 - Communication**

### **Introduction**

The following are in addition to the usual communication systems and procedures for all pupils in Greenbank Preschool.

### **Communication Systems and Procedures for children with additional support needs in Greenbank Preschool**

#### **Within centre**

- team meetings
- sharing I EP's, Supporting Learning Plans, Health Care Plans etc.
- liaison meetings with other partnership services and agencies
- a two way system for sharing information with part time staff is in place e.g. diary system with key points of meetings to which all staff can contribute.

#### **Within centre**

- staff meetings
- sharing I EP's, Supporting Learning Plans, Health Care Plans etc. as appropriate

#### **Within centre and with partnership services and agencies**

- liaison meetings
- sharing of assessments, reports, I EP's, Supported Learning Plans, Health Care Plans etc.
- regular PSG meetings

#### **With parents .**

- home / centre diary where appropriate
- telephone, email or letter
- informal contact
- regular PSG meetings
- Regular meetings to discuss progress, personal learning plans, I EP targets, etc.

#### **With children**

- personal learning planning
- ongoing discussion

## **Section 7 - Induction and Transitions**

(See In on the Act, Chapter 6)

### **Within centre**

- formal meeting, including parents and carers if appropriate, to pass on reports, IEPs, other relevant information
- photo book

### **Across centres and schools**

- child and parents / home visiting teacher / key worker visit centre
- centre staff visit child in present setting/ liaise with key worker
- home visit
- pass on reports, IEPs etc
- invite staff to observe child in centre and to review meetings
- centre staff take child to visit new setting
- centre staff help child to settle in new setting
- photo book

## **Section 8 - Staff Development**

Staff are committed to further developing their skills through relevant training. This will be achieved through Improvement Planning and Professional Development and Review and could include:

- Continuing Professional Development
- in-house development opportunities
- support from partnership services and agencies
- sharing good practice within the centre and across the Children and Families Department
- Reference to 'In on the Act', particularly Chapter 8, Frequently Asked Questions

## Appendices

1. Proforma for referral to ASL team
2. Assessment materials available in Greenbank Preschool
3. Resources available to meet additional support needs
4. IEP letter to parents
5. Support available from partnership services and agencies (example follows)
6. Bibliography

## **Appendix 5- Support Available from Partnership Services and Agencies**

All referrals are only progressed after agreement with parent/carer and are made by the ASL team using the appropriate referral forms.

### **Centre**

#### **PSG:**

The PSG meets once or twice a year. It is a multi agency group with a core membership as previously described in Section 2 who meet to discuss and review the needs of identified children. These are children who have complex needs, which cannot be met by the schools own resources.

### **Children and Families Department**

#### **Educational Psychologist:**

- provides assessment of child's needs by observation, discussion, and/or diagnostic testing
- consultation and advice to parents and other professionals on the basis of this assessment
- may provide therapeutic support
- may provide in-service training
- researches and develops/strategies

#### **Neighbourhood Support Co-ordinator**

- acts as a consultant on additional support needs matters to school
- provides advice on strategies, materials etc. for pupils with additional support needs
- contributes to staff development where appropriate
- co-ordinates the Integration Support Audit

#### **Visiting Teaching and Support Services (VTSS)**

- provides outreach teaching where required
- provides assessment through direct observation
- provides advice to those working with children with challenging behaviour and speech and communication difficulties
- provides advice to teachers of children with hearing impairment
- provides advice to those working with visually impaired children

#### **English as an Additional Language (EAL)**

- provides outreach teaching where required
- provides advice to those working with children for whom English is an alternative language

### **Information and Learning Resources (formerly School Library Service)**

- advice on choosing books of all genres through 'key copy'
- librarians may visit schools – advice, in-service etc
- class library box provision
- project box provision

### **eTeam**

- provides advice on computers and their learning based programmes
- can arrange loans of special equipment

### **Quality Development**

- provides in service for teachers
- develops local authority guidelines on curriculum and practice
- provides support and challenge to schools

Additional Support Needs Resources Centre (This is now part of the Information and Learning Resources)

### **Contact through SfLT**

- reference library on additional support needs
- lends additional support needs material

### **Education Welfare Officer**

- contacts families whose children have school attendance difficulties
- assists in improving and maintaining good school attendance
- supports excluded children towards re-admission agreements
- attends pupil support group meetings

### **Hospital and Outreach Teaching Service (HOTS)**

- supports children who are in hospital or who are ill at home providing them with teaching input and support
- supports children who are in danger of being excluded or are permanently excluded by providing them with teaching and support
- provides advice to schools about supporting children who are hospitalised, ill at home or are in danger of being excluded

## **Working Together**

- co-ordinates the voluntary agencies in supporting the needs of individual children, schools and the community
- the Working Together manager presents cases from PSGs for allocation of support from the voluntary organisations. (e.g. Blackford Brae)

## **Health Agencies**

### **Community Paediatrician (formerly school doctor)**

- takes part in the assessment process if it appears there are medical or developmental concerns
- liaises with the ASL team and provides advice as appropriate
- refers to and liaises with other partnership services and agencies for further assessment or treatment as necessary e.g. GP, Hospital, Social Work etc.
- provides reports for legal documentation of children with additional support needs

### **School Nurse**

- visits school regularly
- monitors and advises on minor/physical/medical problems or developments
- liaises with other agencies who may be supporting the child and family
- promotes health awareness

### **Speech and Language Therapist**

- assesses speech and language difficulties
- provides report to referring body
- provides therapy where appropriate
- provides advice to parents and school staff
- monitors progress

### **Occupational Therapist**

- assesses children referred by School Medical Services or GP
- provides report to referring body
- provides therapy where appropriate
- provides advice to parents and school staff
- monitors progress
- may refer to neurologist, paediatrician

### **Consultant Paediatrician (Royal Hospital for Sick Children)**

- does full assessment of referred child's physical/medical/developmental needs
- may seek further information from school, Community Paediatrician etc
- provides report to referring body
- may refer on for appropriate treatment to other departments at RHSC

### **Department of Child and Adolescent Mental Health Services (CAHMS)**

- provides assessment for referred children with marked emotional and behavioural difficulties
- provides report to referring body
- provides advice to those working with child/parent
- provides counselling, therapy, behaviour management support etc. as appropriate

### **Educational Audiologist**

- screens for hearing impairment
- monitors children with hearing loss

**All staff and committee members will have a working knowledge of this policy.**

**Date of review**

**Name**