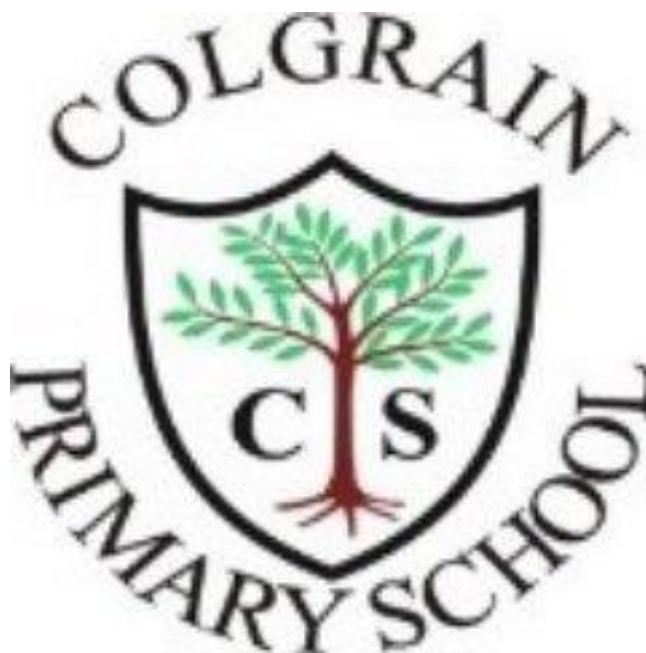


Colgrain Primary School and Pre-5 Unit



Additional Support Needs and Staged Intervention Policy

February 2021
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Colgrain Primary School

Vision, Values and Aims

“Colgrain Primary and Pre-5 Unit encourages all children to engage in deep learning. The school, alongside the wider Colgrain community, will provide every opportunity for children to develop literacy and numeracy skills within dynamic, agile learning environments. Children will engage in relevant subjects, enhanced and accelerated by current technological advances available to them. The community will work in partnership with each other to realise this vision.”

Trust Harmony Respect Inquisitive Valued Effort

Our Aims

- ✓ Provide high quality learning and teaching within Literacy and Numeracy
- ✓ Provide a curriculum that links with our local community needs as well as incorporating the needs of our global community
- ✓ Work in partnership with parents/carers and local partners to enhance the learning environment for all children
- ✓ Ensure that our team across the nursery and school work within current and proven research based developments within education
- ✓ Maintain strong, positive relationships with our parents/carers and children which are based on the nurturing principles.
- ✓ Ensure technology is utilised to the best during learning experiences
- ✓ Provide a learning base for our children, families and wider community
- ✓ Provide an ethos within the school that ensures our learners and their families can become; successful learners, confident individuals, responsible citizens and effective contributors.

Additional Support Needs – Education Scotland

“All children and young people need support to help them learn. Through good quality learning and teaching, staff in early learning and child care settings and schools are able to meet a diverse range of needs without additional support. Some children and young people will require support that is additional to, or different from, that received by children or young people of the same age to ensure they benefit from education, whether early learning, school or preparation for life after school. There are many reasons why children and young people may need support to help them learn. Additional support needs can be both long- and short-term, or can simply refer to the help a child or young person needs in getting through a difficult period.”

Policy Rationale

Our school policy and procedures outlines how Colgrain Primary School and Pre-5 Unit will meet our duties under the Additional Support for Learning (Scotland) Act 2004 legislation. This policy provides information about learning opportunities for all children. As with all our practice, this is dependent on successful, working partnership with parents, carers, staff and pupils. This policy is built on the principles within Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009 and Argyll and Bute Local Authority policy.

We believe that all children learn in different ways and may require additional support for a variety of reasons, at different times in their education. These factors fall broadly into four overlapping themes – learning environment, family circumstances, disability or health need and social and emotional factors. The same factor may have different impacts on individual learning, therefore, support strategies may vary to meet individual needs. For some children, the support they will require will be of a long-term nature, whereas for others, it may only be for a temporary period in their schooling.

Policy Aims

Within Colgrain Primary School and Pre-5 Unit, our Additional Support for Learning Policy aims to:

- ✓ ensure children’s needs are recognised early on in their school life and appropriate support given;
- ✓ detail an identification and review system to best meet the needs of pupils requiring additional support through a consistent, equitable and transparent approach
- ✓ outline the roles and responsibilities of teachers, school staff and specialist support services;

- ✓ ensure the views of children and their parents are taken account of when making decisions which affect them.

Getting it Right for Every Child



[GIRFEC](#) promotes an integrated, common approach to understanding and developing children's wellbeing across Council Services, Health and other partners. It supports practice to ensure action can be taken as early as possible to improve outcomes for the child or young person. It also supports the recording of information in a consistent way, allowing it to be collated to provide a shared understanding of the needs of a child or young person.

Wellbeing Indicators

The following wellbeing indicators underpin all assessment of young people's needs:

Safe: Children and young people are protected from abuse, neglect or harm at home, school and in the community.

Healthy: Children and young people have the highest attainable standards of physical and mental health, as well as access to suitable health care and support that can assist healthy and safe choices being made.

Achieving: Children and young people are supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and community.

Nurtured: Children and young people have a nurturing place to live, in a family setting with additional help if required or where this is not possible are placed in a suitable caring environment.

Active: Children and young people have opportunities to take part in activities such as play, recreation and sport – all contributing to healthy growth and development at home and in the community.

Respected & Responsible: Children and young people are encouraged to have an active and responsible role within their family, school and community.

Included: Children and young people receive assistance to overcome social, educational, physical and economic inequalities and are accepted as part of the community where they live and learn.



What are Additional Support Needs?

All children and young people need support to help them learn. Through good quality learning and teaching, staff in early learning and child care settings and schools are able to meet a diverse range of needs without additional support. Some children and young people will require support that is additional to, or different from, that received by children or young people of the same age to ensure they benefit from education, whether early learning, school or preparation for life after school. There are many reasons why children and young people may need support to help them learn. Additional support needs can be both long- and short-term, or can simply refer to the help a child or young person needs in getting through a difficult period. Additional support needs can be due to:

- ✓ disability or health
- ✓ learning environment
- ✓ family circumstances
- ✓ social and emotional factors.

Supporting Learners' Needs

Every child in school has a Named Person. For pupils in Pre-5 this is the Health Visitor. For pupils in P1 – P7, this is Mrs Walsh (Head Teacher). The Named Person will usually be the first point of contact for parents if they have any concerns about their child at school. The Named Person will work with parents to provide support to meet a child's needs or resolve concerns. If there is a need to involve more than one agency to work together to provide support then a Lead Professional will be appointed to coordinate that support.

Children may require additional support for a variety of reasons, either for short periods of time or throughout their education.

Children with additional support needs may include those who:

- have motor or sensory impairments
- are being bullied
- are particularly able or talented
- have experienced a bereavement

- have a learning difficulty
- are young carers
- are living with parents who are abusing substances
- are living with parents who have mental health problems
- have English as a second language
- are not attending school regularly
- have emotional or social difficulties
- are on the child protection register

What is Staged Intervention?

The key principles underpinning Staged Intervention, as outlined in the [Education Scotland website](#) are as follows:

- ✓ Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people.
- ✓ It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals, working in partnership to get it right for every child.
- ✓ Staged intervention is designed to be flexible and allows for movement between stages depending on progress.

Effective inclusion should meet the needs of the children in the least intrusive way. It should also be about getting the right help at the right time. For this to happen, we must ensure that we have shared understanding of inclusion and meeting the needs of children and young people. Effective learning and teaching is the key to ensuring that all children make the best progress. Staff need to create a well organised and positive climate for learning and teaching in their classroom and through the school. Class teachers are the leaders of learning in their classrooms and they have a responsibility to ensure that all children and young people have the opportunity to achieve success. This may include class teachers reviewing class groupings, pace of learning, differentiation and classroom management. This also requires class teachers to work with a range of other staff and agencies to ensure the needs of all learners are met. This guidance on staged intervention should enable and support us to meet the needs of our children and young people through a structured process.

In Argyll and Bute there are three stages of staged intervention. Children may move between the stages as appropriate.

At all stages of intervention, there are five questions education practitioners need to ask themselves when they are concerned about a child:

- What is getting in the way of this child or young person's learning and achievement / well-being?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

Argyll and Bute Stage Intervention		
Stage 1 Intervention	Stage 2 Intervention	Stage 3 Intervention

<p><u>In-class or in-group</u></p> <p>The class teacher identifies a need for some additional support. Depute Head Teacher is notified and the teacher makes some changes to the normal routine or gives some extra attention so that the child can get the best out of the work of the group or class.</p>	<p><u>Targeted intervention</u></p> <p>There is an identified need for targeted planning and intervention to address additional support needs. A Child's Plan may be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Timescales for review of the interventions will be built in to the plan.</p> <p>There are likely to be termly reviews of short-term targets and annual reviews of long-term targets.</p> <p>Additional support at this level may include:</p> <ul style="list-style-type: none"> ✓ new resources being accessed for use by the whole class/group; ✓ small groups being created; ✓ an individual programme of work being introduced; ✓ a short term programme of individual support being put in place. <p>Classroom or Pupil Support Assistants may be deployed to help deliver these supports.</p>	<p><u>Specialist input</u></p> <p>There is an identified need for more targeted intervention and / or specialist provision and interventions including:</p> <ul style="list-style-type: none"> ✓ a high degree of individualisation of learning and/or ✓ access to a different learning environment ✓ substantial adaptation to the curriculum and/or ✓ substantial adaptation to the learning environment <p>A Wellbeing Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales.</p> <p>Where there is multi-agency involvement, a Lead Professional will co-ordinate this support. There may also be a Co-ordinated Support Plan in place.</p>
<p>At all stages, plans are reviewed regularly, with parents and pupils being an integral part of this process.</p>		

Supporting Learners' Needs at Colgrain

Universal Support

All learners have an entitlement to support. All children and young people have frequent and regular opportunities to discuss their learning with adults in school who know them well and can help them to set appropriate goals for the next stages in learning. Children are at the centre of this planning, as active participants in their learning and development. Robust systems for assessing, monitoring and tracking are key within this process.

Providing personal support for learners is the responsibility of all staff. In the early learning and childcare and primary setting the early years practitioner or class teacher is the key adult who knows every child or young person in their care well, taking an avid interest in their welfare and progress. Identification & assessment of ASN may be as a consequence of:

- ✓ Initial assessment by classroom teacher
- ✓ Identification of specific learning outcomes which require a differentiated approach discussed through Tracking and Monitoring meetings
- ✓ Through discussion at Department Meetings
- ✓ Lack of progress against outcomes
- ✓ Enhanced assessment by Educational Services staff
- ✓ Further assessment by partner agencies as necessary

Parents and children are also a crucial part of this process.

Tracking Periods

The Depute Head Teacher (ASN Co-ordinator) meets with teaching staff on three occasions during the academic session. Concerns for a child's learning can be highlighted out with these meetings. For pupils who require staged intervention support, targets are created and issued to parents/carers. At the end of the tracking period, an evaluated copy of these is shared with parents/carers.

Tracking Period 1	Tracking Period 2	Tracking Period 3
August – November	December – March	April - June

Through the review of targets, discussion with parents and ongoing monitoring of assessment data, the requirement for external agency referrals becomes known.

Roles and Responsibilities of School Support Staff

Support Staff

Our Support Staff (ASN Assistants, Classroom Assistants and Pupil Support Assistants) are essential and valuable members of the Colgrain Primary School and Pre-5 school community.

They make close and meaningful relationships with our pupils and can be well placed to know aspects of the children's views and experiences. Their contribution to discussion about needs, strategies and planning is essential.

The role of pupil support staff is extremely varied, requires flexibility and may include the following:

- Relationship building with children
- Encouraging and supporting children and young people to engage in their learning
- Enhancing communication at all levels, providing appropriate feedback to children, teaching staff and other partners
- Taking on the role of significant adult in offering emotional support and unconditional acceptance to vulnerable children
- Gathering and communicating children and young people's views
- Implementing personal care plans
- Implementing specialist programmes as advised by a therapist or teaching staff
- Linking with class teacher/pupil support teacher and parents (as agreed by Head Teacher/ASN Co-ordinator) therapists/peripatetic teachers and others, during protected time, when possible
- Motivating and inspiring children and young people
- Moving and handling
- Playground support
- Proactive support and management of pupil behaviour following Risk Assessments and Distressed Behaviour Protocols if required
- Supporting eating and drinking where necessary
- Welcoming and departing at beginning and end of day, and escorting throughout the day

Pupil Support Teacher

It may be necessary for specific children to spend additional time working on an aspect of the curriculum to help support their learning. An annual allocation of Pupil Support Teacher time is given to

the school. Our Pupil Support Teacher, Mrs B Gillies, works in a consultative role with Class Teachers and Support Assistants to provide the optimum support for learners.

Curriculum for Excellence aims to provide a coherent, inclusive curriculum so that all children and young people can participate in learning, whatever their circumstances.

Approaches to learning and teaching and opportunities to access learning in different contexts and using a range of provision delivered within the classroom, the school and beyond the school are designed to encourage, motivate, support and engage young people in learning.

Support for School

The local authority provides a range of education support services that can be accessed throughout the Stage Intervention process. We work closely with a wide variety of external partner agencies e.g.

- ✓ Education Support Officer – Wellbeing, Equity and Inclusion
- ✓ Educational Psychology
- ✓ School Health (medical and nursing)
- ✓ Counselling in Schools
- ✓ Community Paediatrician
- ✓ Audiology
- ✓ Occupational Therapy
- ✓ Physiotherapy
- ✓ Speech and Language Therapy
- ✓ Child and Adolescent Mental Health (CAMHS)
- ✓ Young Carers

Transition Process

Early Years – Primary

Early Years' staff pass on information detailing each child's strengths and development needs to the P1 Teacher and Early Intervention Pupil Support Assistant.

Where a child in Early Years is receiving support, the P1 Teacher is invited to attend Child Planning Meetings throughout the child's N5/N6 year. Where required, an enhanced transition programme will be put in place.

Primary – Secondary

Information gathered during Primary 6 and 7 will be used to inform secondary Support for Learning staff of any pupil likely to experience difficulties with their learning. This information is made accessible to all subject teachers by the allocated member of staff from the secondary school.

Child Planning Meetings will continue to take place in P7, with a focus on enhanced transition arrangements to ensure as smooth a transition process as possible for our most vulnerable children. Arrangements include supplementary visits, tours and additional parent sessions.

In Year Transfers

Families are given a tour of Colgrain and an opportunity to ask any questions and share any support requirements.

For pupils transitioning into Colgrain Primary School at any point in the school year, the ASN Co-ordinator contacts the child's previous school for an overview of learning and wellbeing.

Assessments are undertaken of the key areas of Literacy and Numeracy. Following a period of observation, the Class Teacher will review the child's wellbeing in line with the Wellbeing Indicators. As required, the Staged Intervention process will be implemented. If the child's previous school highlights academic/wellbeing needs these are actioned.

Parents and Carers

Local, direct support is usually the best way to meet pupils' needs. If parents/carers have any questions about their child's progress or well-being at school, they should discuss these first with their child's Class Teacher, ASN Co-Ordinator or Head Teacher. Please contact the school office to arrange a telephone call or meeting.

We believe in working closely with parents and carers. We will hold regular meetings with parents to ensure that they are kept informed about the developments of their child.

The school values partnership working with parents/carers and will do everything possible to help resolve concerns or differences of opinion at an early stage. If you have any queries about your child's additional needs, or about the support being provided to meet those needs, please contact the Head Teacher or ASN Co-ordinator.

Parents/carers and young people have the right to ask the Education Authority to establish if a pupil has Additional Support Needs (ASN) and consider if a Co-ordinated Support Plan (CSP) is needed.

Parents/carers can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to Psychological Services, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless the request is considered to be 'unreasonable'

Parents/carers and young people have the right to:

- **Independent Mediation Services**

This service is free and involves an independent third party who helps to resolve disagreements between the Education Authority and parents/carers or young people.

- **Independent Advocacy**

Take Note is the National Advocacy Service for Additional Support Needs, established by the Scottish Government and provided jointly by Barnardo's Scotland and the Scottish Child Law Centre. It offers independent professional or legal advocacy to families and young people who have grounds to make

a referral to the Additional Support Needs Tribunal Scotland. More information is available by telephoning 0131 667 6333 or by email to enquiries@scl.org.uk

- Free Dispute Resolution

Some disagreements, such as about the assessment of additional support needs or the level of support, can be referred for written review by an adjudicator independent of the council. Requests for Dispute Resolution should be made to Jennifer Crockett - Head of Education Life Long Learning and Support or Wendy Brownlie – Head of Education Teaching and Learning, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ .

- Referral to the Additional Support Needs Tribunal Scotland (ASNTS)

Parents/carers and young people can appeal to the ASNTS about decisions involving a Co-ordinated Support Plan (CSP) <http://www.asntscotland.gov.uk> (0845 120 2906).

- A national advocacy service provides advice to parents/carers and young people about grounds for a referral. Contact Barnardo's, 235 Corstorphine Rd, Edinburgh EH12 7AR (0131 3349893) www.barnardos.org.uk.
- Independent advice and information is available from Enquire, the Scottish Advice Service for ASL <http://enquire.org.uk/> (0845 123 2303).
- The Govan Law Centre Education Law Unit works in partnership to support pupils' and parents'/carers' rights in education. Contact Govan Law Centre, 47 Burleigh Street, Govan, Glasgow G51 3LB. 0141 445 1955 <http://www.govanlc.com/index.html>.
- The Scottish Independent Advocacy Alliance safeguards people who are vulnerable. Contact Melrose House, 69a George Street, Edinburgh, EH2 2JG. 0131 260 5380 <http://www.siaa.org.uk>

Useful Links

The [Additional support for learning page](#) provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs.

[Enquire](#) is the Scottish advice service for additional support for learning

[Parenting Across Scotland](#) offers support to children and families in Scotland

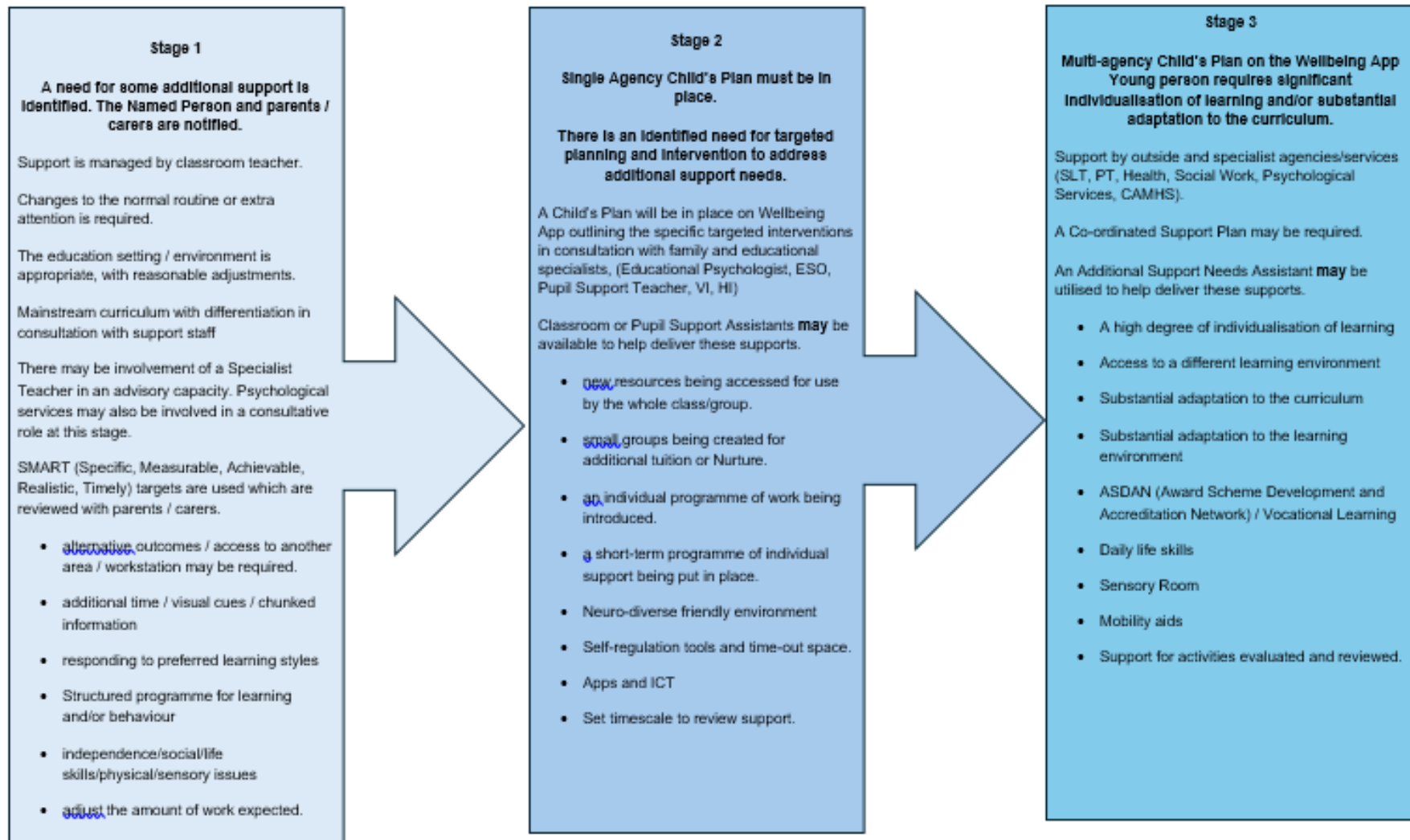
[Equality and Inclusion](#)

[Supporting Children's Learning Code of Practice](#) (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended

[Getting It Right For Every Child and Young Person](#) is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers.

Argyll and Bute

Staged Intervention Framework



Stages of Need Matrix

Name:

DOB:

School:

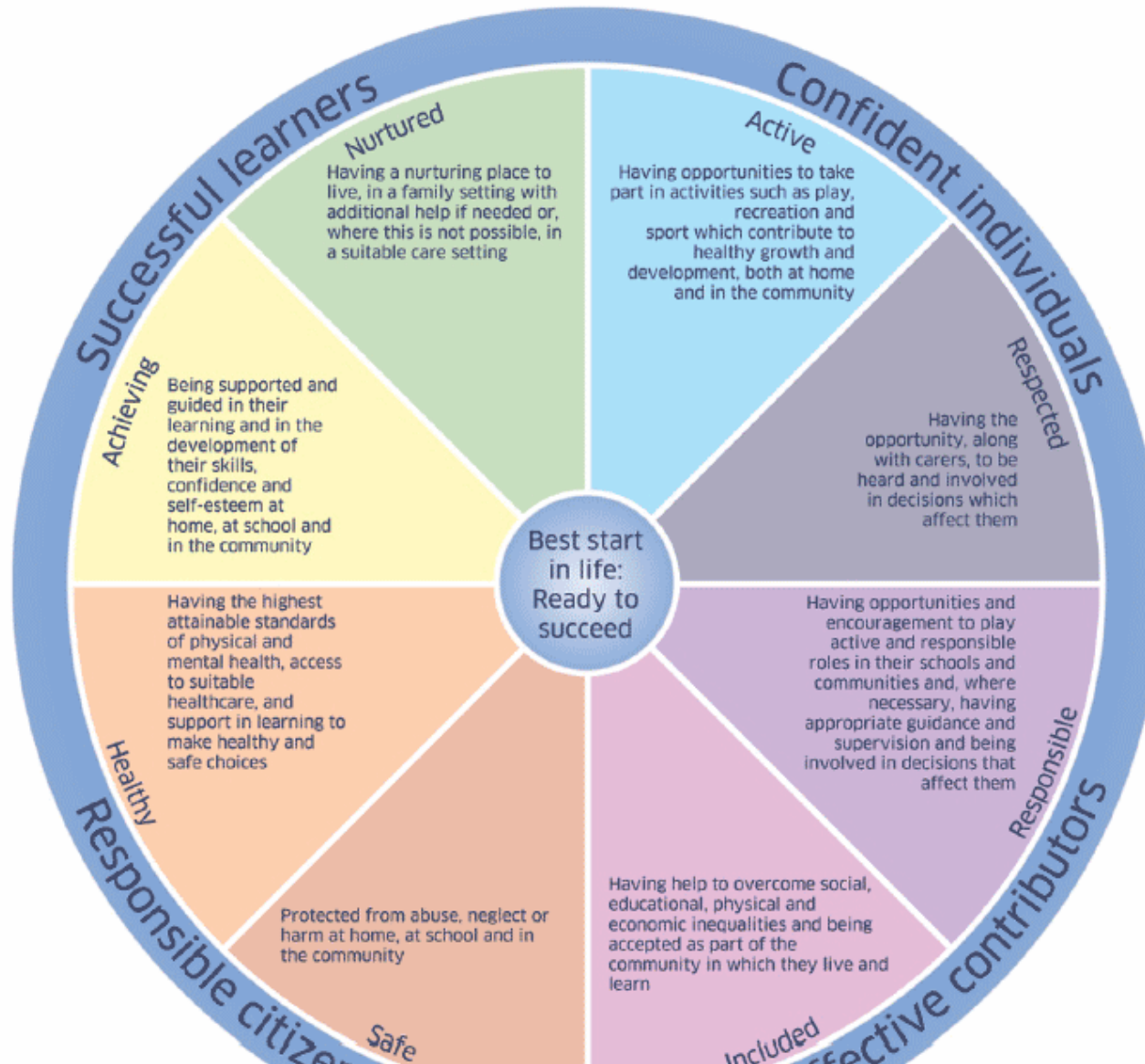
Needs relating to:	Stage 1 Support is managed by the classroom teacher	Stage 2 Single Agency Child's Plan MUST be in place for a pupil at this level	Stage 3 Multi agency Child's Plan MUST be in place for a pupil at this level
The physical environment	The education setting is appropriate, with reasonable adjustments Access to another area/workstation may be required	A dedicated area within the classroom itself or another part of a mainstream setting is/might be required for a significant part of the pupil's time in the educational setting	A highly specialised environment within a special provision or a mainstream educational setting is required supported by OT, Physiotherapist, VI, HI or other agency
The curriculum and how it is delivered	Mainstream curriculum with differentiation in consultation with support staff SMART targets are used which are reviewed with parents	Individualised planning is needed in a wide area of the mainstream curriculum requiring regular review and consultation with parents and wider education specialists (HI, VI, ESO, Educational Psychologist)	The pupil follows an alternative curriculum from that provided in a mainstream setting Support by outside and specialist agencies/services (SLT, PT, Physiotherapist, Nurse, Paediatrician, Social Work, Young Carers)
The level of adult support required	Class Teacher or Early Years Practitioner Needs which require to be addressed through access to individual and/or small group support	Access to adult support to implement agreed actions, as recorded in the child's plan. Specialist training for staff may be required. Observations and assessments may be required by education specialists (HI, VI, ESO, Educational Psychologist)	Pupil requires access to support from a teacher and/or pupil support assistant Specialist training for staff may be required. Observations and assessments required by multi-agency specialists
The level of resources and strategies	Ordinarily available resources and strategies. Special resources or strategies, required by the pupil individually	Specialised resources, technology or strategies to support learning, their emotional wellbeing, health supported by educational specialists (HI, VI, ESO, Educational Psychologist)	Access to highly specialised resources, facilities, technology supported by multi-agency specialists
Support agencies / services involvement	Needs identified and monitored by the Class Teacher or Early Years Practitioner Programmes delivered by staff in the education setting	Liaison with education specialists (HI, VI, ESO, and Educational Psychologist) required to develop health and well-being or implement and monitor learning outcomes in school.	Support by outside and specialist agencies/services (SLT, PT, Physiotherapist, Nurse, Paediatrician, Social Work, Young Carers) Consultation with parents and professionals required
Communication	Language and visual support as part of ordinary and written communication Communication and language needs met by consistent use specific approaches	Enhanced support to aid communication and social inclusion	Specialised communication methods required (CALL Scotland, SLT)

Examples of how support might be provided to achieve outcomes:

Needs relating to:	Stage 1 Support is managed by the classroom teacher	Stage 2 Single Agency Child's Plan MUST be in place for a pupil at this level	Stage 3 Multi agency Child's Plan MUST be in place for a pupil at this level
The physical environment	<ul style="list-style-type: none"> • Work station • Alternative seating • Sloping writing board • Desk in quieter area of classroom • Selection of work partner • a deaf pupil requiring a low noise environment • area for a pupil to engage in outside agency programme 	Substantial time in an: <ul style="list-style-type: none"> • ASD friendly environment • Nurture Room • Time out space • ASN Base • Access to the outdoors 	<ul style="list-style-type: none"> • Low stimulus environment • Highly protected and individualised space to meet complex needs
The curriculum and how it is delivered	<ul style="list-style-type: none"> • alternative outcomes • additional time • responding to preferred learning styles • Structured programme for learning and/or behaviour • independence/social/life skills • adjust the amount of work expected (Stage 1) • physical/sensory issues 	Discussion, joint planning for educational outcomes by <ul style="list-style-type: none"> • teachers • family • educational specialists (HI, VI, ESO, Educational Psychologist) • introduce an individual programme of work (Stage 2) 	<ul style="list-style-type: none"> • daily living skills • a sensory curriculum • ASDAN • high degree of individualised learning (Stage 3)
The level of adult support required	<ul style="list-style-type: none"> • Individual attention given • Regular checking, monitoring of progress during learning • Regular individual guidance/support by the Early Years Practitioner, class teacher 	<ul style="list-style-type: none"> • Adult available all of the time at early learning centre/school – but not closely/directly working or supervising the pupil • Emotional check-in 	<ul style="list-style-type: none"> • Support for activities reviewed, evaluated • Promoting independent learning/living through carefully structured consistent use of support
The level of resources and strategies	<ul style="list-style-type: none"> • mobility aids • assistive technology support vis Ipad • fidget toys • Social stories • Fizzy programme • Apps 	<ul style="list-style-type: none"> • communication aids • Nurture groups • Self-regulation tools • Fizzy programme • Apps 	<ul style="list-style-type: none"> • augmentative aids • assistive technology • mobility equipment • sensory room • Apps
Support agencies / services involvement	<ul style="list-style-type: none"> • Class teacher/ Early Years Practitioner planning • ASN need recorded on SEEMIS Stage 1 or for EY a paper copy 	<ul style="list-style-type: none"> • Detailed Child's Plan developed and reviewed through solution focused meetings • Specific assessments by other educational professionals • ASN need recorded on SEEMIS Stage 2 • CAMHS 	<ul style="list-style-type: none"> • Regular planned meetings with the family • Support by outside and specialist agencies/services (SLT, PT, Physiotherapist, Nurse, Paediatrician, Social Work, Young Carers) • ASN need recorded on SEEMIS Stage 3 • CAMHS
Communication	<ul style="list-style-type: none"> • visually supported environment • Less complex language • Language – positive, presentation of choices, rewards. • Individual visual timetable • Social stories • Consistent use of key words and phrases by adults 	<ul style="list-style-type: none"> • sign/gesture to reinforce spoken language • promote language rich environment • Support provided by HI, VI • Visual timetable 	<ul style="list-style-type: none"> • sign language • Braille • PECS • De-escalation

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Wellbeing Wheel – Wellbeing Indicators (SHANARRI)



My World Triangle

