

Aims:

Through this process we aim to meet the additional support needs of every child. Pupils and Parents views will play an integral part in the 'Support Process'. Where support from other agencies is identified the necessary referrals will be made.

Rationale: Hazlehead is committed:

- To every child being included and involved to their maximum.
- To all pupils being entitled to a stimulating and safe learning experience/environment.
- To promoting achievement through a continuous, progressive programme.

Audience:

Staff, Parents, Pupils, ACC, External Agencies, HMLe

Quality Indicators:

2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7.3.1, 3.2

Additional Support

This can take a number of forms and be supplied and delivered by Health, Social Work and/or some voluntary organisations, as well as education. Additional Support Needs can be long or short term and may arise through any of the following:

- Learning environment
- Family circumstance
- Disability and health
- Social and emotional factors

A need for additional support does not imply that a child lacks abilities or skills.

Additional support can also be given if a child has been identified as being gifted and talented. It is important that provision is made to meet the needs of these children.

Principles for Curriculum Design

Challenge and Enjoyment – Within each curriculum area the children have the opportunity to role play, take part in group presentations with activities differentiated to ensure that pupils are being challenged as well as supported.

Personalisation and Choice – At each stage children are given the opportunity to choose aspects of a topic which they can explore or research further.

Coherence – Our emotional and social themes are embedded in the experiences and outcomes covered in each class.

Relevance – We can relate current events to our topics and are aware of the diversity within classes. Lessons are linked to real life experiences of the pupils.

Breadth - A variety of teaching methods are used to ensure secure learning and to allow for the revisiting of experiences and outcomes.

Depth - At each stage prior learning will be built upon and as their moral and value systems develop this will encourage higher order thinking in relation to the topic covered.

Progression – Our emotional and social themes and planned activities reflect an increased understanding of where the child is at present.

Experiences and Outcomes Overview

The curriculum followed is adapted to meet the needs of the pupil, the extent of this will depend on individual needs. In all cases, teachers will plan using CfE Experiences and Outcomes.

In accordance with ACC's GIRFEC Revised ASN Procedures, we will follow the staged intervention approach through shared collated evidence. At all stages this evidence will be shared with all stakeholders, including the child where there is parental agreement.

Stage 1 – Universal Support

Over 85% of children make good progress in their learning by accessing supports at Universal Stage 1. Universal supports are available for all children. The class teacher plans programmes of work which are in keeping with the age and stage of the class and uses effective differentiation to support groups and individuals. Children will be involved in personal learning planning and may have personalised targets. The targets are supported by the class teacher but may be guided by other expertise available in the school. The development of an Individual Education Plan (IEP) is helpful to support a consistent approach to addressing barriers to learning.

Stage 2 – Targeted

Some children will experience a short or longer term barrier to learning or wellbeing and this may necessitate the school providing a more targeted intervention. This may involve providing regular support from a PSA, Support for Learning staff or seeking support from one of many support services. The curriculum for the individual may look quite different at times but will be delivered by staff in school with support from others such as the Educational Psychologist. A Child's Plan will be in place to help plan for and measure the impact of the targeted intervention.

Stage 3 – Specialist

A very small percentage of children will require more specialised support and may have a number of agencies and services involved. They will have a Child's Plan and may access a very individualised curriculum delivered by a range of partners but coordinated by school.

**ASN PROCEDURES**

ASN Procedures are listed on the 'People who help those delivering support' graphic. This gives an overview of the different stages.

In all cases, an agreed plan of action will be created that will follow the staged procedures to providing support.

Information will be gathered through a range of methods, where appropriate:

- Observations
- Use of standardised assessments
- Discussions with the pupil, parents/care givers, partner agencies
- Further analysing data gathered on the pupil's learning progress
- Evaluation of previous or current support

GIRFEC

In certain cases, when information about a pupil has been gathered, there can be a sharing discussion involving the pupil's parents/care givers and any relevant partner agencies currently working with the pupil. During this discussion, the GIRFEC (Getting It Right For Every Child) Agenda will be followed.

Further Guidance and Support

This can be obtained from the ASL Procedures Manual (See HT). Furthermore:

- Better Behaviour, Better Learning
- ACC's Inclusion Website
- Appropriate on-line advice
- ASL Information Leaflet (Appendix 4)

Resources

- ASN Resources are stored in SfL Room and ASN Base
- Gym Hall – Gross Motor Skills
- Outdoor – Playground, Woods, Hazlehead Park
- Brain Gym
- Paired Reading
- SfL & Additional Support Needs Base teacher – Knowledge & Skills

Additional Support Materials

- Getting It Right For Every Child (GIRFEC)
- Children's Rights (www.unicef.org)
- The Child at the Centre
- Dyslexia: Aberdeen City Council Dyslexia Practice Guidelines

SMART Targets

When working with any pupil who has been identified with ASN, targets need to be set. The number of targets will vary according to the needs of the pupil with some having a number of targets set in various curricular areas, while others may have only one target in one area.

Setting a limited number of targets avoids over burdening the pupil, maintains focus, gives clear direction, and allows for purposeful allocation of resources and suitable time management of support staff.

Targets for a pupil need to be:

- **Specific, Measurable, Achievable Relevant, Timed**
- Set at a level that will provide the pupil with a challenge but not be completely beyond their reach
- Considered within the principles of CfE

Specific

Setting out a clear aim so that the pupil, parents and staff all understand what is being aimed for.

- What are we going to do?
- Why is this important to do at this time?
- How is this to be done?
- How do we know we have achieved success?

Measurable

Set out agreed clear criteria to allow for success to be qualified

- What is the goal statement?
- What are the criteria?
- How is this to be done?
- How do we know we have achieved success

Achievable

Present a level of challenge within the pupil's reach

- How realistic is the target?
- How is this to be done?

Relevant

Pertinent to the pupil.

- How is this to be done?

Timed

Achievable short term targets, particularly at the initial stages of the intervention process.

- How long will be given?

Multi Agency Contacts *see ASL Procedures Manual Annexe A for actual contacts*

School Nurse/School Doctor
Educational Social Worker
Autism Outreach Team
Camphill
Child and Family Counselling Service
Cancer Link Aberdeen and North
Curriculum Resources Information Services
English as an Additional Language
MICAS Base
Occupational therapy
Physiotherapy
Primary Pupil Support Service
Looked After Children
Befriend a Child
Sensory Service
TASSCC

Social Work
VSA
Barnados
Community Child Health Development
NHS Grampian
Deaf Society
INPP
CLAN
Speech and Language Therapy
Educational Psychologists
Social Outreach Team
Children 1st
Drugs Action
Gifted Children
CRUSE
Special Needs practitioner