

Carrick Knowe Primary School



Achieving Excellence Together

Additional Support for Learning Strategy

June 2019

Child at the Centre:



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Section 1

Vision Statement

We aim to provide a high quality, inclusive education in a caring, nurturing and supportive environment where, through a learner-centred approach, children develop confidence, self-esteem, knowledge and skills for life-long learning. Our *Curriculum for Excellence* (CfE) learning and teaching aspirations aim to enable all children to develop their capacities as *successful learners, confident individuals, responsible citizens and effective contributors* to society.

Rationale

Education (Additional Support for Learning) (Scotland) In on the Act (2009):

A child or young person has Additional Support Needs 'where, for whatever reason, the child or young person is, or is likely to be, unable, without provision of additional support, to benefit from the school education provided or to be provided for the child or young person'.

UN Convention on the Rights of the Child:

As a *Rights Respecting School*, we promote self-esteem and raise expectations of all children as described in Article 3: *...the best interests of the child must be a top priority in all actions concerning children*, and in Article 29: *...by actively involving children in the process of meeting learners' needs we work in collaboration to encourage all pupils to reach their full potential.*

Aims

The aims of this strategy are to communicate to staff, parents and young people how Additional Support Needs are identified and supported at Carrick Knowe Primary School (CKPS). The aims will be met by:

- Taking full account of individual pupil differences and ensuring systems and support are in place to allow pupils to work towards realising their full potential
- Setting out a framework within the school for Additional Support for Learning (ASL)
- Clearly identifying roles and responsibilities of all staff
- Outlining the most effective provision for ASL
- Ensuring early identification of any learning difficulties and/or barriers to learning and implementing appropriate intervention

Strategy Development

Following the *Additional Support Act* (2009), the City of Edinburgh Council updated its guidance document *In on the Act* for all schools. This, alongside the national GIRFEC (*Getting it Right for Every Child*) framework, has influenced our strategy development.

Monitoring and Evaluation

Feedback on the strategy will be sought from staff and parents and the strategy evaluated and reviewed regularly in line with the school's *Standards and Quality Improvement Plan*.

Section 2

Definition of Additional Support Needs

The following quotation defines the term Additional Support Needs. It is taken from the *Code of Practice* (2010) 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 terminology 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 a medical condition*
- *Have motor or sensory impairments*
- *Are young carers*
- *Have experienced a bereavement*
- *Have a learning difficulty*
- *Have English as an additional language*
- *Have emotional or social difficulties*
- *Are being bullied*
- *Are not attending school regularly*
- *Are living with parents/carers who have mental health problems*
- *Are living with parents/carers who are abusing substances*
- *Are on the child protection register*
- *Are care experienced/in the care system*
- *Have had interrupted learning*
- *Are particularly able or talented*

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

Section 3

The City of Edinburgh's GIRFEC Framework and Pathways to Support

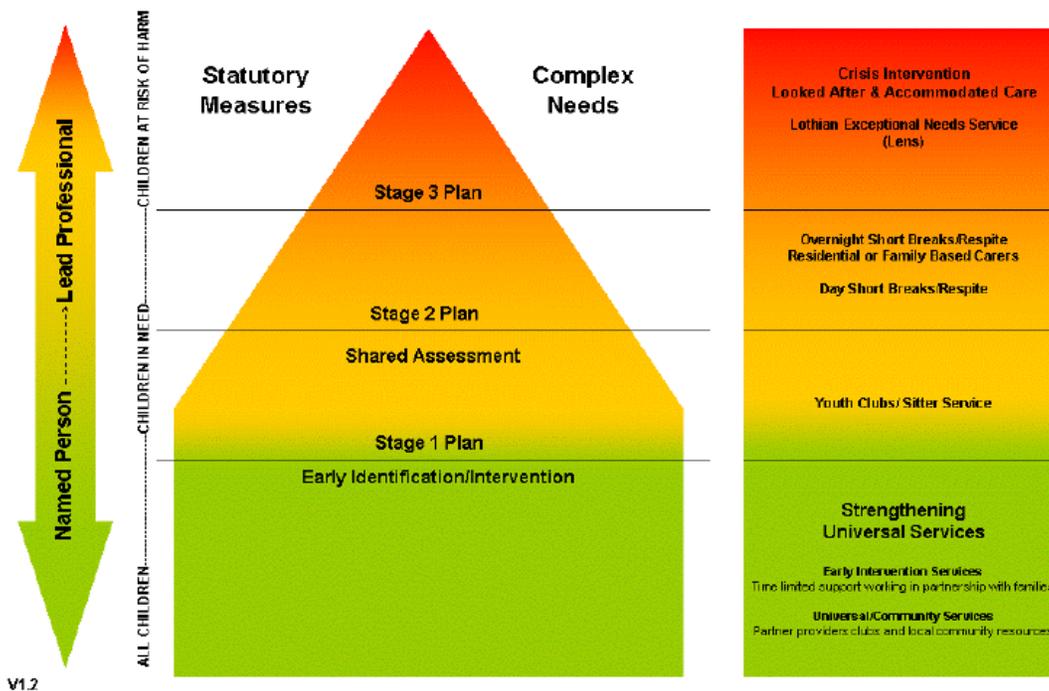
CEC Guidance on Education (Additional Support for Learning) (Scotland) In on the Act (2009):



Getting it Right for Every Child threads through all existing strategy, practice and legislation affecting children, young people and families. The purpose of *Getting it Right for Every Child* is to support a common coordinated approach across all agencies. This is to enable the delivery of appropriate, proportionate and timely help to any child or young person, as and when they need it.

In order to support this coordinated approach, an agreed chronology of intervention and action along with a standardised set of documentation, has been put in place within the authority. This is the 'Children's Services Delivery Model':

Children's Services Delivery Model



In line with the GIRFEC framework, at CKPS we put early intervention strategies in place to reduce barriers to learning, and to meet the needs of all learners in our school community. We use the Wellbeing Indicators, Wellbeing Concern forms, Assessment of Need and Child's Plan/Child's Planning Meeting, as appropriate, to share information and plan together to meet the needs of learners.

The City of Edinburgh Guidelines, *In on the Act*, outlines the Framework of Support in which CKPS operates to meet Additional Support Needs. Staff use the ASL Pathways to

Support Flow Chart (Appendix 1) to identify needs and consider appropriate 'next steps', providing differentiated learning opportunities for individuals and groups of pupils as and when required. **The Pathways to Support are:**

Pathway 1 Additional support provided within class: 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 (Child Inclusion Research into Curriculum Learning Education) documents as a tool for creating inclusive classrooms/practice. Class teachers use the CIRCLE Inclusive Classroom Scale (CICS) to audit their classroom environment and classroom practice to support learners at Pathway 1. Where there are concerns about a pupil, teachers use the CEC Literacy and Dyslexia Guidelines and/or the CIRCLE Participation Scale (CPS) to identify needs and support strategies at Pathway 1. Class teachers will inform parents/carers if there is an ongoing concern about a child's progress. Classroom strategies to improve progress and enable learners to reach their full potential may include:

- Differentiation of resources, pace and expectation
- Ensuring a learning environment appropriate to the pupil's needs e.g. 'sit n' move' cushions, individual work stations, sloping writing boards, safe spaces, calm corners
- Visual Support resources including timetables
- Dyslexia and autism friendly practices
- Scribing/copied work
- Cooperative working groups
- Paired reading/buddy support
- ASL resources

The CIRCLE documents provide a more comprehensive list.

Pathway 2 If difficulties persist after Pathway 1 intervention, class teachers should first consult with a member of the SLT (Senior Leadership Team) before completing either a Wellbeing Concern form or an ASL referral form (Appendix 2), attaching the CIRCLE Participation Scale (CPS) and/or the CEC Literacy and Dyslexia Guidelines paperwork to provide evidence of Pathway 1 supports already in place. The SLT/ASL teacher will discuss the referral and allocate support as appropriate. Parents/carers will be informed about support to be provided; this should be documented in the child's PPR (Pupil Progress Record). Possible support could include: direct tuition with ASL teacher, support from a PSA (Pupil Support Assistant), individual or group intervention, paired reading, motor skills activities, Toe by Toe reading support, Talk and Move and/or TIP (Therapy Inclusion Partnership) group, Read Write Inc. intervention. Support may be long or short term and will be reviewed regularly. If further individualised support is required, a higher level of planning and recording may be helpful:

- Child's Plan/Child Planning Meeting (CPM)
- Individualised Educational Programme (IEP)
- Coordinated Support Plan (CSP)

When a child may benefit from **Pathway 3, 4 or 5 support**, parents/carers will be informed and fully involved in any decisions made.

Pathway 3 Additional support provided within school may need to be further supported by partner services and agencies. Referrals are made by the SLT/ASL teacher, using the GIRFEC process. After further assessment at Pathway 2, support may be requested from a partner service which may include completing an Assessment of Need, holding a CPM and submitting the completed documentation 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:

- ASL services include
 - ASL Service Leaders
 - Educational Psychological Services
 - English as an Additional Language (EAL)
 - Learning and Wellbeing
 - Language Learning and Communication
 - Literacy and Dyslexia Support Service
 - ICT
 - Educational Welfare Service

- Child and Adolescent Mental Health Service (CAMHS)
- Community Child Health (CCH)
- Speech and Language Therapy (SaLT)
- Occupational Therapy
- Physiotherapy
- Sensory Support Service – this includes the Deaf Support Team (DST) and the Visiting Teachers of the Visually Impaired (VTVI)
- Social Work/Young Carers
- Voluntary Organisations and Support Groups such as Barnardo's

Pathway 4 Additional support provided through alternative provision from a partner service. Pupils' progress will be tracked and monitored over time. If a pupil does not make progress with appropriate interventions at Pathways 1 to 3 from a range of partnership services and agencies it may be necessary to consider applying for a specialist placement. Specialist provision is accessed through the Additional Support Access Point (ASAP) and the Case Management Review Group (CMRG) in consultation with the Educational Psychologist, school, parents and, where appropriate, the child.

Pathway 5 Additional support provided through placement in a specialist setting.

Section 4

Identifying and meeting the needs of children who require Additional Support for Learning

Concerns regarding a pupil's progress or wellbeing may be raised by:

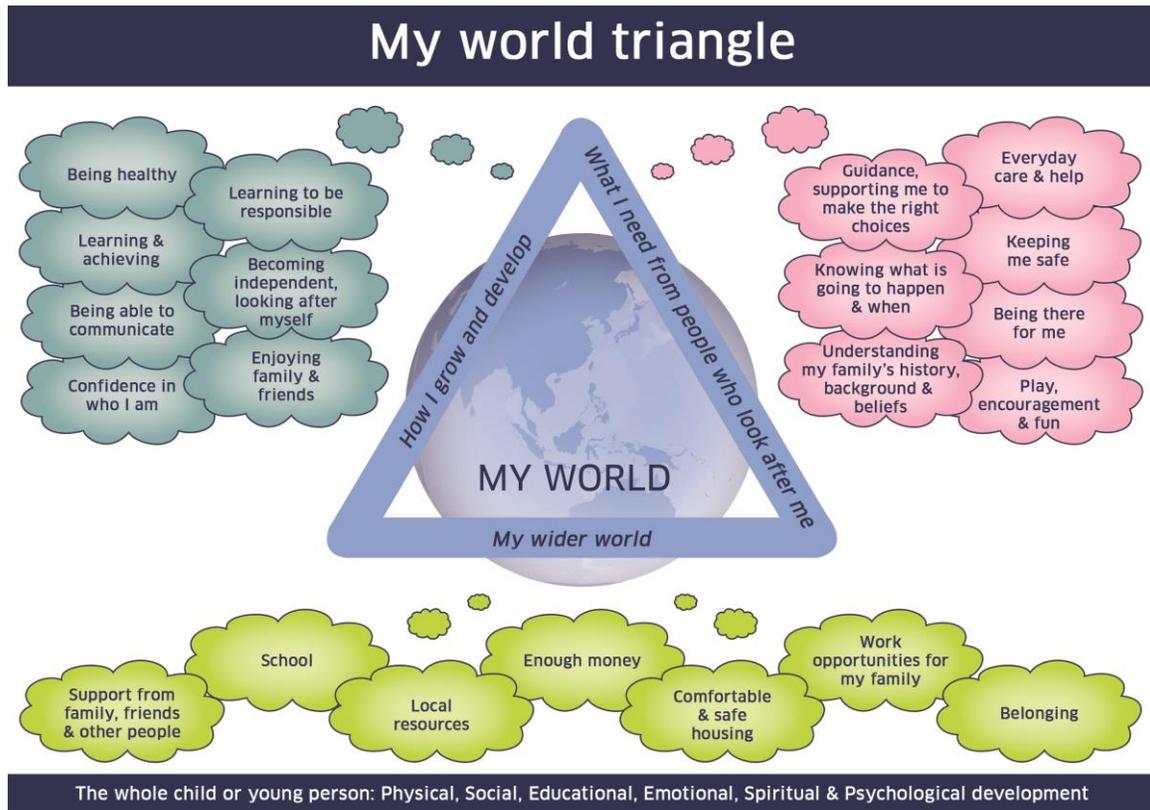
- Staff
- Parents/Carers
- Pupil
- Specialist Teacher
- Another professional e.g. Social Worker, GP, Occupational/Speech Therapists

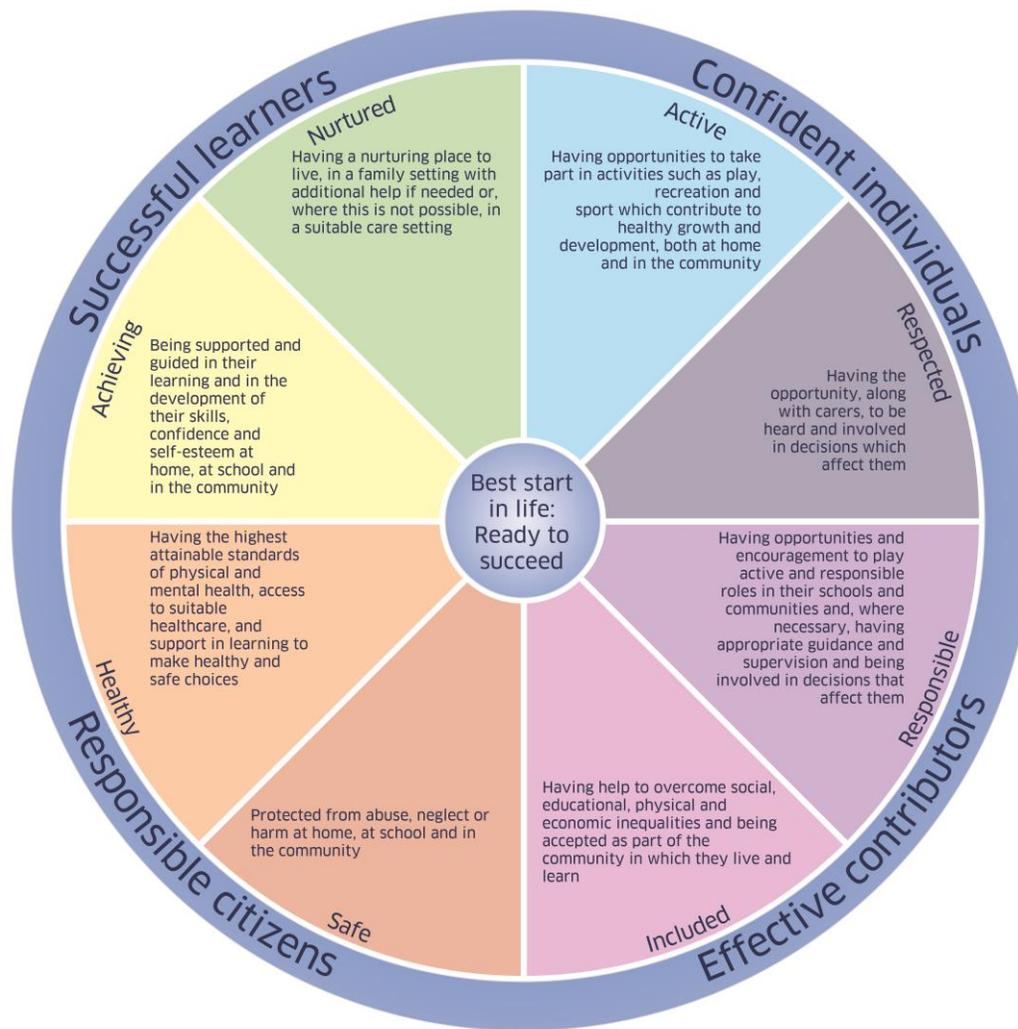
Concerns will be documented using a school contact form, ASL referral form or Wellbeing Concern form as appropriate.

Once a concern has been raised, school staff will:

- Contact parents/carers
- Identify the child's strengths, passions, motivation as well as areas of need, using GIRFEC diagrams to support this (see pages 10 and 11)
- Include assessment of the learning environment to identify
 - any barriers to learning which can be removed/ alleviated
 - any opportunities for extending the pupils' learning
- Use City of Edinburgh checklists in *Literacy and Dyslexia*, *CIRCLE* including *Up, Up and Away* Guidelines
- Gather additional information from home or other agencies
- Use formal procedures of monitoring children's progress (e.g. baseline assessments, class assessments in literacy and numeracy programmes, annual P1, P4, P7 standardised testing, SWRT (Single Word Reading Test), SWST (Single Word Spelling Test), YARC (York Assessment of Reading Comprehension), BPVS (British Picture Vocabulary Scale); NB all pupils whose SWRT Standardised Score is below 85 will be monitored and assessment results recorded on the ASL Literacy Tracker (Appendix 6) which is returned to the ASLS (Additional Support for Learning Service) annually
- Use less formal procedures, e.g. observation, evidence of writing
- Decide on the most appropriate *Pathway to Support* and draw up suitable support plans in partnership with class teachers, parents, partner agencies and, where appropriate, the pupil
- Regularly evaluate and review the impact of the provision made for pupils with Additional Support Needs and the extent to which it meets their needs

The following GIRFEC diagrams are used to help to identify a pupil's strengths and needs:





Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included
I am safe with my family	I eat well	I am learning new things	I receive warmth and love	I play / take part in activities	I am involved in decisions which affect me	I am considerate to others	I have friends
I am safe where I learn or work	I look after myself	I feel confident	I have people who look out for me	I play / take part in activities with others	I have help to share my views	I have an understanding of right and wrong	In my learning environment people involve me in activities
I am safe where I live	I get the care and support I need	I do the best I can	I have the food I need and I am kept clean and warm		I am treated fairly	I meet my responsibilities	I have opportunities to be with people who are important to me
I keep myself safe	I enjoy life	I am ready for the next stage in my life	I receive praise and encouragement	I am helped to be active	I have my own space	I make a positive contribution	I feel that other people want me around
I am safe around other people	I am able to deal with difficult things	I get the help I need to learn	I am listened to when I am worried or upset		I have people around me who I trust and who trust me	I make good decisions	I have help to overcome disadvantages and barriers



Child Planning Meetings will be recorded using the GIRFEC toolkit.

Planning may include:

- Class Teacher Pathway 1 support
- ASL teacher/Pupil Support Assistant Programmes of Work
- Supporting Learning Profile
- Individualised Educational Programme (IEP)
- Coordinated Support Plan (CSP)

Supporting Learning Profile

Supporting Learning Profiles are drawn up by Health Professionals to support the functioning and achievement of children with whom they are working. They set clear guidance on what a child can do and the implications for the classroom. These profiles provide strategies to support the child and practical advice. They usually include one or two targets to be met. The ASL team ensures that the profile is fully discussed with all staff working with the child and is kept in the class ASL Pathways to Support folder and passed on to future staff.

Individualised Educational Programme (IEP)

Children who have specific needs which require them to have individualised support within some or all areas of the curriculum, will have an IEP drawn up giving specific individualised learning targets. As well as individualised targets the IEP states the nature of a pupil's Additional Support Needs, the factors affecting learning and the approaches to be used.

Coordinated Support Plan (CSP)

A CSP is a statutory document that supports the planning, monitoring and review of provision for a small number of children who have Additional Support Needs. A CSP is required where a pupil's school education requires significant additional support from more than one agency on a long-term basis. Children requiring a CSP need to meet five criteria:

- The education authority is responsible for the pupil's school education
- The pupil has Additional Support Needs which arise from one or more complex factors or from multiple factors
- These needs are likely to continue for more than a year
- The pupil requires significant additional support from the education authority exercising its functions relating to education
- The pupil's school education also requires significant additional support from social work, health, voluntary organisations etc.

Health Care Plan (HCP)

An HCP 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

Care Plan

If a child or young person is 'care experienced'/in the care system, they may have a care plan which is drawn up by their social worker, in consultation with the child or young person, parents, carers, school staff and other significant agencies and individuals. This plan is shared with the ASL team and other members of staff as appropriate.

Allocation of Audited Hours

PSAs are allocated according to the needs of pupils within each class using the school's devolved audit hours. The SLT (Senior Leadership Team) and ASL teacher share the responsibility to review this allocation regularly and respond to changing needs. In line with CEC Guidance, children with more exceptional needs (known as 'Low Incidence Needs') are audited through the formal ASLS (Additional Support for Learning Service) process each year.

Induction and Transitions

Timely planning is necessary to ensure continuity and progression when children move from one stage to another, or from one school to another.

Within school

The SLT oversees transitions for all children with Additional Support Needs and, as appropriate, ensures time for planning and information sharing.

Across schools

When a child with Additional Support Needs leaves CKPS, the ASL Team Leader ensures all relevant information on the child's needs is collated and passed on to the new school as quickly as possible.

When a child with Additional Support Needs enrolls at CKPS, the ASL Team Leader ensures that the previous school is contacted as soon as possible and that information is passed on and shared with all relevant staff, in line with GDPR (General Data Protection Regulation).

Children who are out of school but remain the responsibility of the school

This could be due to a range of factors:

- Long term/ chronic ill-health
- Attendance difficulties
- Permanent exclusion

The ASL Team Leader ensures that referrals are made to relevant agencies. Referrals to pupil support services are made through ASAP (Additional Support Access Point), and referrals to Health are made through the open referrals system using the appropriate form.

Pupils are discussed regularly at ASL team meetings. Where appropriate there are additional Child Planning Meetings. The ASL Team Leader ensures that members of staff from relevant agencies are invited to these meetings.

While these pupils are still on the school roll, the ASL team will be responsible for regular evaluation and review of the provision made. Appropriate planning will set out arrangements for recording, monitoring and reviewing progress. The ASL team will ensure close liaison between the school, partnership services, agencies involved, pupil and parents.

Section 5

Roles and Responsibilities

All members of staff have a responsibility to ensure individual pupils are able to work towards meeting their full potential. At CKPS, the ASL team have specific roles and responsibilities in supporting learning. The team is as follows:

The Head Teacher

The Head Teacher manages and organises effective provision. The role of the Head Teacher is to:

- Review and prioritise whole school needs in consultation with staff
- Monitor the process of prioritisation of individual needs
- Describe roles and responsibilities so that everyone is aware of these
- Make time available for liaison between those concerned with pupils' learning - facilitate regular meetings between class teacher (CT) and ASL teacher, and (when possible) include Pupil Support Assistants in these CT/ASL liaison meetings
- Give attention to the support needs of pupils in all strategy documents in the school
- Ensure there are sufficient resources within the school to meet the full range of needs

ASL Team Leader (Deputy Head Teacher)

The role of ASL Team Leader is to:

- Participate in the process of prioritisation of individual needs
- Undertake annual Additional Support Needs audit in consultation with ASL teacher
- Consult and plan with ASL teacher to make most effective use of ASL teacher's time
- Ensure effective deployment of ASL teacher and Pupil Support Assistants
- Arrange cover for class teachers to meet with outside agencies
- Encourage cooperative working with parents in identifying and planning to meet needs
- Ensure that resources are available to all staff who need access to them
- Facilitate Child Planning Meetings
- Keep all records including Coordinated Support Plans

Class Teachers

Class teachers have responsibility for all pupils in their class. Appropriate teaching programmes and teaching methods for all children will be implemented, within the curricular framework of the school, so that all children can learn at a pace appropriate to their needs, using materials suited to their levels of ability. To do this the teacher will:

- Provide appropriate differentiated experiences ensuring variation in pace, content, methodology and grouping
- Identify specific needs of individual pupils and complete an ASL referral form in conjunction with the 'CIRCLE' and CEC Literacy and Dyslexia Guidelines checklists when necessary
- Consult with appropriate members of staff to decide how best to meet the Additional Support Needs of pupils

- Work in partnership with ASL staff to plan appropriate programmes of work for groups or individuals
- Liaise with and support Pupil Support Assistants
- Consult with parents/carers at an early stage to promote a collaborative approach to identifying and meeting pupils' needs
- Report on pupil progress to parents/carers and partnership services and agencies

Pupil Support Assistants/ Early Years Practitioners and Early Years Officers

At CKPS we value the role of Pupil Support Assistants (PSAs), Early Years Practitioners (EYPs) and Early Years Officers (EYOs). Where a PSA, EYP or EYO are employed to support the learning of pupils, their responsibilities are to:

- Assist in supporting learning under the appropriate guidance of teaching staff
- Promote positive behaviour and help children to develop their social skills
- Help children to meet their individual targets, either academic or behavioural
- Gather, record and share information on children's progress
- Give regular constructive feedback to pupils to maintain motivation and enhance pupil self-esteem
- Help pupils towards independence, self-organisation and self-discipline
- Attend meetings as appropriate
- Prepare relevant materials/resources for children
- Lead Specialist Group sessions with named individuals or small groups eg Talk and Move groups, Therapy Inclusion Partnership (TIP) groups

Parents and Carers

All parents and carers have a responsibility to safeguard their child's health, development and welfare, particularly where their child has Additional Support Needs. Their responsibilities are to:

- Ensure their child is organised for the school day and goes to school
- Attend meetings about their child
- Support additional support planning for their child through consultation and review
- Support their child's learning at home by carrying out activities recommended to them
- Inform the school of any changes in circumstances

Pupils

Where appropriate, pupils have a responsibility to work together with professionals involved and with their parents, to make the most of their school education. At CKPS we encourage all pupils to work and achieve to the best of their ability. Pupils are given the opportunity to have their views heard in a variety of ways, according to their age and stage.

Additional Support for Learning Teacher

The Additional Support for Learning Teacher has a range of roles including: *Consultation; Cooperative and Direct Teaching; Assessment; Collaborative Working; Staff Development*

The balance of these five roles will reflect the pattern of needs of pupils, the management structure within school and the expertise of the staff involved. This may change from year to year. Clearly the five roles are inter-connected, with consultancy being involved throughout. The ASL teacher has time allocated to all five and has clear systems in place for assessment, recording and supporting learners' needs.

1 Consultation

The particular skills and knowledge of the ASL teacher are a specialist resource for other staff. Time should be given to enable staff to collaborate with the ASL teacher to set targets, share ideas, strategies and resources, and discuss assessment. The ASL teacher contributes to decisions on:

- Differentiation within *Curriculum for Excellence* to include pupils with Additional Support Needs
- Prioritisation of groups or individual pupils for support
- Effective use of PSAs, EYPs, EYOs
- Suitable resources and approaches
- Identification and assessment of pupils experiencing difficulties
- Annual Additional Support Needs audit
- Concerns raised through school contact forms, Wellbeing Concern forms and ASL referrals
- Post-assessment meetings with parents and class teachers to discuss results and appropriate interventions

Consultation between class teachers and the ASL teacher is a process of sharing and working together as joint partners. Planned consultation times take place regularly throughout the year. Throughout the school session, the ASL teacher also consults with parents and other professionals as needs arise.

2 Cooperative and Direct Teaching

The ASL teacher works cooperatively with class teachers and PSAs to ensure each child reaches his or her potential. The general aims of cooperative teaching are:

- Working with an individual or group of children from the class
- Planning, in collaboration with the class teacher
- Teaching in cooperation with the class teacher

The ASL teacher carries out direct teaching either by working with pupils in the ASL Teaching Base or teaching within the pupil's own classroom, depending on the individual needs and in consultation with the class teacher. Direct teaching of individual pupils, or groups of pupils, from P3 to P7 is timetabled. P1 and P2 pupils are supported by PSAs and/or EYPs. Teaching programmes include early literacy, language, listening and talking, and writing. Key skills taught include building children's positive self-image, encouraging independence and developing individual learning styles.

Direct teaching should be a supplement to normal classroom experience, not a replacement for any part of it. Care is taken in arranging times for direct teaching so that important introductory lessons or the class's time allocation with visiting specialist teachers will be considered. The ASL teacher coordinates her work with class teachers and provides guidance to class teachers and PSAs for follow up work. A child's progress continues to be monitored once they have completed a period of direct teaching.

The ASL teacher provides short-term support for individual children with temporary Additional Support Needs e.g. children who have missed school through illness or family circumstances, or who are experiencing difficulties for whatever reason. Short-term provision is also made for new pupils who may require and benefit from support to help them settle into school.

3 Assessment

A wide range of assessment information is used to identify and meet the Additional Support Needs of all pupils. The ASL teacher assesses and collates information on individual pupils for further investigation - e.g. standardised reading and spelling assessments, vocabulary assessments etc. This information will be shared with parents/carers as and when appropriate.

4 Collaborative Working

The ASL teacher works closely with a wide range of partnership services and external agencies to meet the needs of all pupils. This will involve working with other agencies e.g. Educational Psychologist or therapists on the collaboration of information on individual pupils for further investigation, and jointly working to meet the needs of pupils with all teams supporting pupils. The ASL teacher may write and review, in collaboration with the SLT (Senior Leadership Team), class teacher, the parents, the pupil and any relevant outside agencies or specialists:

- a Child's Plan
- an Individualised Educational Programme (IEP)
- a Coordinated Support Plan (CSP)

5 Staff Development

Staff development is essential to ensure that the needs of all children requiring additional support are met. At CKPS this is done through the School Improvement Plan and Professional Review and Development. The SLT and ASL teacher are committed to staying up to date with current legislation and promoting training and development opportunities for all staff.

The ASL teacher may contribute to staff development in the school by:

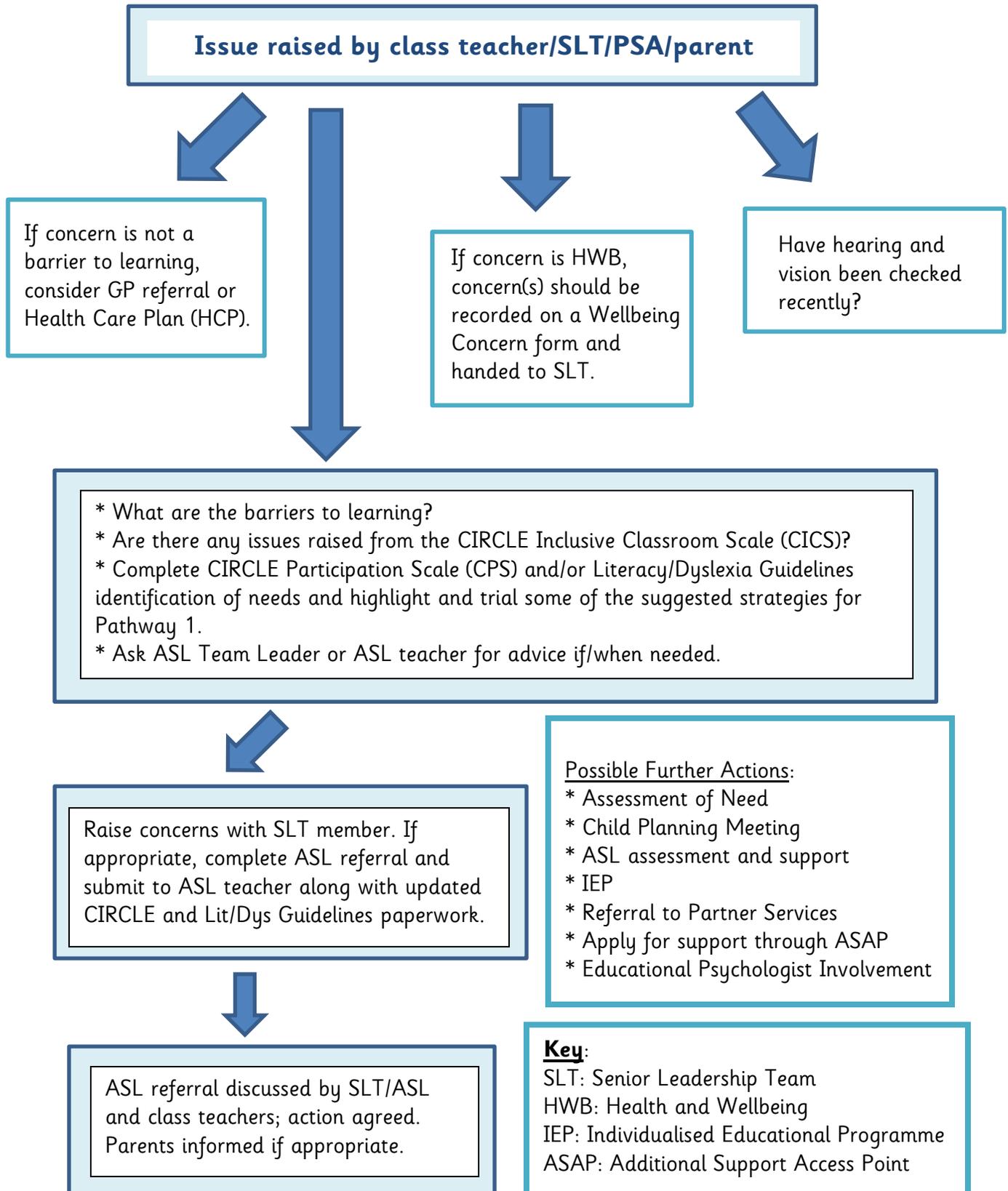
- Timetabling, organising, liaising with class teachers and PSAs to develop programmes of work and effective classroom support for pupils with Additional Support Needs
- Offering guidance on materials, equipment and approaches
- Sharing insight and experience
- Identifying and leading training opportunities for all staff
- Disseminating information from meetings and courses attended
- Participating in curricular and strategy developments in school

Section 6

Appendices

- 1 CKPS ASL *Pathways to Support* Flow Chart
- 2 CKPS ASL Referral Form
- 3 GIRFEC *Getting It Right for Every Child*
- 4 Support available from Partnership Services and Agencies
- 5 Dyslexia: Psychological Services Position Statement
- 6 ASLS Literacy Tracker

Appendix 1 ASL Pathways to Support Flow Chart





Appendix 2 Carrick Knowe Primary School: Referral to ASL Team

Name: _____ Class Teacher: _____

Class: _____ Date of Referral: _____

Please Highlight Area(s) of concern:

Literacy	Numeracy	Motor Skills	Vision/Hearing	Speech and Language
Attention & Focus Organisation	Social Communication & Social Interaction	Emotional Well-being	Behaviour	Attendance & Timekeeping

Please summarise briefly any factors affecting learning, and attach updated CIRCLE and Literacy/Dyslexia Guidelines paperwork including identification of needs **and** strategies already in use.

Pathway 1 support already tried and/or currently being used:

What strategies and supports have been used/are currently in place? (please highlight)

TIP, Talk and Move, Social Skills, Nurture, Social Stories, PSA, EAL, Visual timetable, Individual workstation, Reward Charts, ICT, paired/buddy reading, CIRCLE: Up, Up and Away or Circle Participation Scale (CPS) and strategies, Literacy/Dyslexia Guidelines, other: _____

What was their impact?

Action as a result of consultation with ASL team:

- *
- *
- *

Recommendations:

- *
- *
- *

Appendix 3 GIRFEC *Getting It Right for Every Child*

The following forms and information are available to download from:

<http://www.edinburgh.gov.uk/girfec>

- Wellbeing Concern Form
- Assessment of Need
- Child's Plan and Minutes of Meeting
- Thoughts and Comments from Parents/Carers Form
- My Views for My Team Form
- My World Triangle
- Children's Services Delivery Model
- Continuum of Need and Response Diagram
- Values and Principles
- Core Components

Appendix 4 Support Available from Partnership Services and Agencies

The CKPS ASL team meet regularly to discuss pupils who have complex needs and for whom there are concerns about progress. If the school is unable to meet the needs of these pupils, we are able to call upon a wide range of professional services. All referrals are only progressed after agreement with parent/carer and are made by the ASL team using the appropriate referral forms.

Communities and Families - Schools and Lifelong Learning

Educational Psychologist

- Provides assessment of child's needs by observation, discussion, and/or diagnostic testing
- Consultation and advice to parents and other professionals
- May provide therapeutic support
- May provide in-service training
- Researches and develops/strategies

ASL Service Leader

- Acts as a consultant on Additional Support Needs matters
- Provides advice on strategies, materials etc. for pupils with Additional Support Needs
- Contributes to staff development where appropriate
- Coordinates the Integration Support Audit

The services listed next each:

- Provide outreach teaching where required
- Provide assessment through direct observation

- Provide advice to those working with children with a wide range of Additional Support Needs

English as an Additional Language (EAL) Team

Learning and Wellbeing Team

Learning, Language and Communication Team

Literacy and Dyslexia Support Team

Hearing Impairment Team

Visual Impairment Team

Medical Outreach Team

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 sessions
- Class library box provision
- Project box provision
- Reference library on Additional Support Needs
- Lends Additional Support Needs material

ICT ASL

- Provides advice on possible ICT resources and their learning-based programmes
- Can arrange loans of special equipment

Workforce Learning and Development

- Provides in-service for teachers
- Develops local authority guidelines on curriculum and practice
- Provides support to schools

Education Welfare Officer (EWO)

- Contacts families whose children have school attendance difficulties
- Assists in improving and maintaining good school attendance
- Supports excluded children towards re-admission agreements
- Attends Child Planning Meetings

Health Agencies

Health Visitor

- Works mainly with children from birth to five years and with their families/carers
- Able to assess the health needs of individuals, families/carers and the wider community to promote good health and prevent illness

Community Paediatrician

- 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
- 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, GP or school
- Provides report to referring body
- Provides therapy where appropriate
- Provides advice to parents and school staff
- Monitors progress
- May refer to neurologist and/or paediatrician

Consultant Paediatrician, Royal Hospital for Sick Children (RHSC)

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

Department of Child and Adolescent Mental Health Services (CAMHS)

- 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 as appropriate

Educational Audiologist

- Screens for hearing impairment
- Monitors children with hearing loss

Appendix 5 CHILDREN AND FAMILIES PSYCHOLOGICAL SERVICE **Dyslexia: Psychological Services Position Statement**

INTRODUCTION

The City of Edinburgh Council is committed to extending opportunity and addressing barriers to learning so that that all children gain as much as possible from their time in school. The mastery of literacy is a key learning goal in its own right. It also provides the most effective means of accessing much of the wider school curriculum and demonstrating progress within it.

Many pupils face difficulties in developing literacy at some stage and a minority will have more longstanding problems with reading, spelling and understanding of the written word. The Council is committed to providing a positive and supportive learning environment for these pupils, and this includes:

- Effective assessment of their progress and learning needs
- Adapting teaching and learning to take account of the needs identified
- Access to alternative ways of presenting and accessing the curriculum, including the use of ICT
- Alternative assessment arrangements where these are required.

The Psychological Service has a key role, working collaboratively with schools, other support services and external agencies, to enable these approaches to be available to all pupils who require them.

A WORKING DEFINITION OF DYSLEXIA

The City of Edinburgh Psychological Services has adopted the British Psychological Society's working definition of dyslexia as a basis for identifying pupils' needs and providing appropriate support to learners.

'Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty, despite appropriate learning opportunities.'

(British Psychological Society, 1999)¹

This is an inclusive definition which recognises that dyslexia can occur among people of all levels of ability, of all linguistic backgrounds and in all social groups. It also recognises that dyslexia may be present in conjunction with other support needs.

The definition does not depend on there being a discrepancy between a pupil's abilities in one area and their attainments in another, nor does it depend on identifying a particular profile of cognitive skills. These features may be present and may be relevant to how we support the pupil's learning. They do not, however, provide the basis for identifying that a pupil requires additional support.

IDENTIFICATION, ASSESSMENT AND PROVISION

Teachers within the City are able to identify pupils who have dyslexia as a part of their day-to-day teaching and all schools have Additional Support for Learning teachers who can help to assess pupils and develop teaching programmes to help them. Schools also have access to a range of approaches and resources for supporting learners with dyslexia. These include specialist literacy programmes, alternative methods of accessing the curriculum, and alternative assessment arrangements.

If parents are concerned that their child might have dyslexia, we would recommend that they discuss their concerns with their child's school. The Service works closely with schools and other support services to ensure that up to date approaches to assessment, specialist advice, resources and professional development programmes are available to all schools across the city. Our approach is directed towards all children having access to expertise within their school and avoiding the need for diagnosis by people from outside the school.

HOW EDUCATIONAL PSYCHOLOGISTS ARE INVOLVED

Educational psychologists become involved with dyslexic pupils where schools require additional advice or support. This may take the form of whole school development or training, or it may be through referrals of individual pupils. These referrals are usually made by the school as part of the City's intervention framework, and we are likely to respond through:

- Consultation with the teaching staff
- Observation or direct assessment where this is appropriate
- Discussions with the pupil's parents
- Discussions with any other relevant agencies

The aim of our involvement is not to identify a pupil as having dyslexia. By this point most pupils will have met the working definition of dyslexia which is set out above. The aim instead is to work with teachers, parents and young people, to help identify each learner's particular needs, and to shape more effective teaching and learning strategies for them.

ASSESSMENT

We think of assessment as: *'An ongoing process of gathering, structuring and making sense of information about a child or young person, and their circumstances. The purpose of assessment ultimately is to help identify the actions required to maximise development and learning... Assessment is a dynamic process. ...It should build on other assessment information already available.'* (Scottish Executive, 2005)²

There are many reasons why someone can have difficulties with reading or spelling and there is no single test or test battery that can give us, or teachers, all the information that may be needed to help the pupil learn better. In broad terms, we will seek information on:

- The extent of the pupil's difficulties
- The strengths and weaknesses the pupil brings to reading and writing
- The strategies that have been used to help the pupil, and how the pupil has responded to these

This information might come from discussions or observations, or from tests or tasks that we do with the pupil directly. In carrying out assessments, we make use of the most recent professional guidelines that are available.

ALTERNATIVE ASSESSMENT ARRANGEMENTS

Pupils who have reading or writing difficulties may need alternative assessment arrangements for school assessments and for external examinations (such as National Qualifications). The Scottish Qualifications Authority issues guidance on this, and this is available online at www.sqa.org.uk. Supplementary guidance has also been issued by the City of Edinburgh Council to our own schools. Both documents give advice on the sorts of supporting evidence that schools need to have when they are preparing an application for alternative assessment arrangements and while this may include information from an educational psychologist, this is not a necessary part of the process.

Educational psychologists in Edinburgh have a quality assurance role in the verification of schools' submissions for alternative assessment arrangements.

SUPPORT AT UNIVERSITY

Some students who have dyslexia going on to higher education may be eligible for the Disabled Student Allowance. This is paid to students following an assessment of their support needs, and Psychological Services will make any existing reports available to the student (or to their parents) to help them with their application.

The service does not, however, carry out the assessments for the Disabled Student Allowance. Universities can often arrange this through their own Access Centres, and the British Psychological Society has a searchable list of qualified psychologists who are available to do these assessments privately. This list of psychologists can be found in the Directory of Chartered Psychologists, on-line at www.bps.org.uk

A QUALITY SERVICE

The City's educational psychologists wish to offer a high quality and evidence-based service to pupils and to their schools. We will maintain and improve our skills through on-going monitoring of our work, and through continuing professional development.

We welcome comments from pupils, parents and teachers on this policy, and on our practice.

Psychological Services, City of Edinburgh Council

Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG.

http://www.edinburgh.gov.uk/info/20105/support_for_pupils/564/support_from_a_psychologist

5 December 2005

'Dyslexia, Literacy and Psychological Assessment', British Psychological Society, 1999

¹ 'Supporting Children's Learning', Code of Practice, Scottish Executive, 2005



ASLS Literacy Tracker - used annually to record all SWRT (Single Word Reading Test) Standardised Scores below 85

Name	DOB	Primary School	P2		P3		P4		P5		P6		P7		Secondary School	S1		S2		S3		Comments