



# **Carstairs Primary School**

## **Inclusion & Additional Support Needs Position Statement**

2024 Update

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In Carstairs Primary School, it is the responsibility of all staff to provide a curriculum that ensures the needs of all pupils are met and that pupils benefit from education and realise their full potential at each stage in their learning.

#### **National Policy Context**

The Education (Additional Support for Learning) (Scotland) Act 2004, as amended 2009, describes the framework to provide support for children and young people who require additional help with their learning for whatever reason. The Act aims to ensure that pupils are provided with appropriate support to allow them to achieve their potential.

The Equality Act 2010 calls upon schools to remove discrimination within schools and local authorities. This takes into consideration all protected characteristics, including disabilities, sexual orientation and ethnicity.

The Children and Young People (Scotland) Act 2014, seeks to encourage preventative measures, as opposed to crises responses, and brings Getting It Right for Every Child (GIRFEC) practice in to play.

The Education (Scotland) Act 2016 supports a range of improvements to Scottish Education, including:

- Improving the attainment of pupils from deprived backgrounds
- Giving children a voice in matters that affect them
- Extending the rights of children with additional support needs

Our Inclusion and Additional Support Needs Position Statement is written within this policy context, and with a strong desire to remove children's barriers to learning and effectively support them to overcome these as they strive to attain and achieve in line with national standards, to close the poverty related attainment gap and minimise the impact of deprivation, and to fully uphold the GIRFEC agenda.

#### **How Good Is Our School 4**

In promoting good practice within our school we take account of guidance described in 'How Good is our School 4' with particular focus on Quality Indicators 2.3 Learning, Teaching and Assessment, 2.4 Personalised Support, 3.1 Ensuring Wellbeing, Equality and Inclusion and 3.2 Raising Attainment and Achievement.

We strive to consistently deliver high quality provision that ensures that children are present, participating, supported and achieving, in keeping with South Lanarkshire Council aims.

## Recognising Pupils with Additional Support Needs

A need for additional support can arise for a range of reasons.

Some examples of factors which may give rise to a need for additional support are given below e.g. a child or young person who:

- is being bullied
- has sensory or motor impairments
- is an interrupted learner
- has a learning disability
- has a learning difficulty such as dyslexia
- is on the child protection register
- is a young carer
- has English as an additional language
- is more able
- is affected by ill health
- has significant emotional or social needs

The above is not a definitive list but serves to indicate the broad range of additional support needs.

The need for additional support arising from such factors may be short or long term depending on the particular circumstances of the individual child or young person. The same factor(s) may affect children and young people in different ways. For some the effects may be significant, for others minimal and may not give rise to additional support needs.

### Care Experienced Learners

There is considerable evidence that care experienced children and young people face significant cultural and institutional barriers which impede their success in education. For this reason the 2009 Act automatically deems that all care experienced children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.

Children and young people who are care experienced (both at home and away from home) need individually tailored support to get the best from their school education.

The Act refers to looked after children within the meaning of section 17(6) of the Children (Scotland) Act 1995:

- **Looked after at home:** where the child or young person is subject to a supervision requirement with no condition of residence through the Children's Hearing system. The child or young person continues to live in their normal place of residence (i.e. often the family home)
- **Looked after away from home** (i.e. away from their normal place of residence); where the child or young person is subject to a supervision requirement with a condition of residency through the Children's Hearing system, or is provided with accommodation under section 25 (voluntary agreement) or is the subject of a Permanence Order (Part 2 of the Adoption and Children (Scotland) Act 2007). The child or young person is cared for away from their normal place of residence, e.g. in a foster care placement, residential/children's unit, a residential school, a secure unit or a kinship placement.
- In addition to the above, a child or young person may be the subject of a warrant instigated by a Children's Hearing or Sheriff Court. These are short term

measures where the child or young person is considered looked after for the duration of the warrant.

All looked after children should be assessed for additional support needs and the outcome of this assessment should be recorded using the 'Looked After Children Additional Support Needs Assessment Tool.' (South Lanarkshire Council's A28 Operating Procedure).

If a Looked After Child is assessed as having additional support needs a CSP assessment should also be considered.

It is the responsibility of school staff to work jointly with parents, carers and partner agencies to establish whether pupils have additional support needs in the long or short term and to ensure that these needs are identified, assessed and any appropriate intervention takes place at the earliest possible opportunity, so that pupils continue to realise their full potential.

### **Inclusion and Equality**

Local and national guidance highlights that it is the school's responsibility to ensure that all learners and their parents/carers are kept at the centre of our processes and decision making, in line with the principles of Getting It Right For Every Child. It is our responsibility to build promote and sustain positive relationships and partnerships with colleagues (South Lanarkshire Council education, and beyond, where appropriate), children and families to ensure our families know that they have been listened to and their wishes considered, helping them to feel empowered and engaged. It is the responsibility of school staff to ensure that all learners are supported to express their views and to ensure that the views and / or concerns of learners, parents and carers are responded to promptly and sensitively.

### **Staged Intervention**

Carstairs Primary School operates a Staged Intervention approach to providing appropriate support when required by particular pupils. This is in line with South Lanarkshire Council and National Practice Guidelines. It is an ongoing process for all pupils and is used to inform teachers, pupils, parents / carers and other agencies of the progress of particular pupils. Careful and consistent record keeping is built in as part of the tracking of progress of such pupils.

Stages of intervention are as follows:

- **Stage 1** – Additional needs met with the use of resources / supports available within the classroom
- **Stage 2** – Additional needs met with the use of resources / support available from within the establishment
- **Stage 3** – Additional needs met with the use of resources / support available from beyond the establishment and within Education Resources
- **Stage 4** – Additional needs met with the use of resources / supports from partner agencies and services out with Education Resources

Although there is a general understanding that pupils' tracking will progress through the above stages of intervention in a systematic way, it is worth noting that this will not always be linear.

There will be some pupils on arrival at school who may already have existing plans for support from out with our establishment. These will be taken account of at the earliest possible opportunity and appropriate action put into place.

Similarly, there will be some pupils who will not require to progress beyond Stage 1 and / or Stage 2. Some children may need support at Stage 4, without having needed stage, 1, 2 or 3 in advance of this, with context being key.

As per South Lanarkshire Council Framework for Inclusion and National Practice Guidance, further detail is provided below for each category within the four-stage model of staged intervention.

#### *Stage 1:*

Additional needs are met with the use of resources / support available from within the establishment. Planning takes place and is recorded via school forward planning documentation.

All children in Carstairs Primary School work in partnership with their teachers to devise termly learning targets. These are evaluated by the child and teacher termly (and new targets for the coming term set) and parents are invited to contribute to these targets termly. Parents receive two report cards per year – an interim report card in September and a full report card in June, both of which outline progress and next steps in learning. Parents discuss progress and next steps in learning both in October and March of each school year. At stage 1, evaluation of planned actions and next steps dialogue is overtaken via these whole school processes.

In addition, all families are warmly encouraged to communicate week to week with class teachers, via pupil homework diaries. Opportunities also exist for parents to speak to staff daily at home time, as needed and, in keeping with our school's open-door policy, parents are welcome to call and / or request to speak to their child's class teacher or headteacher at any time that they feel this is required. We believe that regular two-way dialogue helps position us strongly to best meet our learners' needs, with high commitment from staff to partnerships with parents and families.

Stage 1 records denote the nature of need, actions planned to overtake, timescales, evaluation of impact and record of planned next steps. Class teachers must not wait until termly meetings with HT to flag and act on concerns or delay progression to next stage, if assessment and evaluation suggests that this is necessary, out with planned meetings with senior leaders.

#### *Stage 2:*

Additional needs are met with the use of resources / support available from within the establishment. Where appropriate, planning may take place and be recorded via school forward planning documentation or, in exceptional circumstances, a child may require an Additional Support Plan.

In Carstairs Primary School, this takes the form of allocation of resources to classes that enhance capacity, additional to that available via the class teacher. School support staff timetables are considered, and our learners benefit from additional School Support Assistant

time via Pupil Equity Funding. Additionally, the timetable of our Principal Teacher is reviewed termly, or more, to allocate extra teaching hours to those who need it most.

#### *Stage 3:*

Additional needs met with the use of resources / support available from beyond the establishment and within Education Resources. Planning should take place by using the Additional Support Planning process.

Detail shared above pertinent to Carstairs Primary school, under the detail of what each 'Stage' looks like, also applies here at Stage 3.

Children in Carstairs Primary School who work on an Additional Support Plan (either at Stage 2 or beyond) will have these evaluated and reviewed, with contributions from staff, children and families, on a termly basis. Additional Support Plan review meetings will take place, as standard, in Term 1 (September) and Term 4 (May / June), in addition to progress being discussed at October and March Parents' Evenings.

Where practicable and capacity allows, Additional Support Plan review meetings will take place in December and in March: regardless of whether or not a December / March in person meeting can be facilitated, children and families will always be involved in the review of the termly targets and invited to contribute to the new targets set for the coming term.

In order to maximise teaching time and to ensure that the personal time of teaching staff is not unnecessarily encroached upon, as a general rule, HT will lead ASP review meetings. Ensuring that all relevant information is fed in to such meetings, discussions with class teachers before and after these meetings are standard, as well as sharing of notes and minutes.

#### *Stage 4:*

Additional needs met with the use of resources / support available from beyond the establishment and within Education Resources. Planning can involve (but may not necessarily) an Additional Support Plan and may require integration of Education targets into a multi-agency Child's Plan.

(See Appendix 1 for some further exemplification of staged intervention supports).

#### *Awareness of the Impact of Needs / Planning for Progress*

It is important to note that while many children receive diagnoses of conditions such as ADHD, Autism, Dyspraxia and Dyslexia during their school career, having such a diagnosis in itself is not a reason to trigger the requirement for an Additional Support Plan. School staff take the decision to progress to an Additional Support Plan when we consider the qualitative difference that we believe would be made with this action being taken.

There may be instances where needs can be met at Stage 1, and no Additional Support Plan would be actioned, in contexts where this is deemed to be the case.

## **Planning Formats Explained**

### *Additional Support Plan*

An Additional Support Plan (ASP) aims to help staff plan and deliver a more effective curriculum for children and young people with additional support needs within one planning tool. It is a non-statutory document.

The ASP is a holistic plan. It provides an overview of the range of interventions and supports which have been agreed to meet the child or young person's additional support needs. It should address the child's specific areas of need. For example, if he / she does not have any difficulty with numeracy then no numeracy targets should be included. The document must include:

- Pupil details
- Parent / carer details
- Summary of the child/young person's wellbeing information (the extent to which the child is safe, healthy, achieving, nurtured, active, respected, responsible and included) – *where appropriate, a full Wellbeing Assessment may be needed*
- Analysis of child / young person's strengths pressures and additional support needs
- An information section about key professionals, including school staff who may be involved (the child's Network of Support)
- Long term targets, annually reviewed and short-term SMART targets, reviewed at least termly
- Implementation and review dates
- A record of parent / carer's and child/young person's views
- Signature of parent / carer

### *Behaviour Action Support Plan (BASP)*

Where children display distressed behaviours, in accordance with South Lanarkshire Council's policy on Promoting Positive Behaviour and Understanding Distressed Behaviour, children may need a Behaviour Action Support Plan (BASP) to be drawn up. Carstairs Primary School fully upholds all South Lanarkshire Council PPRUDB guidance.

### *Child's Plan*

A Child's Plan is part of the Getting It Right for Every Child approach to promote, support and safeguard the wellbeing of the child. There are two main circumstances that will lead to the need for a Child's Plan and these are outlined below:

*Integrated Working* – contexts where the development of a child's wellbeing depends on practitioners from two or more agencies regularly sharing skills, information and expertise.

*Compulsory Intervention* – contexts where compulsory intervention is necessary, for example, where a child may be in need of protection or where compulsory measures may be necessary.

The Children and Young People (Scotland) Act 2014 puts the Child's Plan within a legislative framework.

### *Co-ordinated Support Plan*

A Coordinated Support Plan (CSP) is a statutory document that supports the planning, monitoring and review for a small number of children and young people with additional support needs. These needs arise from complex and/or multiple factors, that may require a significant, high degree of support from both education and from other partner agencies, are likely to last for more than a year and have a significant, adverse effect on their school education.

It is worth noting that there are similarities between the Child's Plan and a Co-ordinated Support Plan however the CSP is an educational plan, while a Child's Plan is primarily concerned with a wider range of issues related to a young person's wellbeing, such as compulsory care measures or child protection.

### **Commitment to meeting learning needs**

Our school is wholly committed to the GIRFEC (Getting It Right For Every Child) agenda and seeks to fully embrace all aspects of this, striving to extend opportunities for all, by building successful partnerships with all stakeholders to derive best impact for our learners.

Curriculum for Excellence Principles and Practice underpin our work towards meeting learning needs at all times. We strive, in our partnerships, to ensure that barriers to learning are minimised and that progression within the totality of experiences is achieved for all.

We are committed to the idea that better relationships lead to better behaviour and that better behaviour leads to better learning. Promoting positive relationships and behaviour in educational settings (last updated by Education Scotland in February 2024) influences our work, and we seek to ensure that we keep relationships and relational approaches at the heart of our work. We agree that it is important that the implementation of any negative consequences becomes a chance to respectfully create learning opportunities.

We recognise that children's barriers to learning and their early life experiences impact their development and responses to adversity and strive to be consistently cognisant of what children may bring to school in their '*Invisible Backpack*.'

Our school has achieved a Nurture UK Award, and we remain fully committed to upholding all the Principles of Nurture and all Nurture UK non-negotiables within our work to support our learners to meet and exceed national standards and expectations.

Our additional support needs practice (and day to day practice out with additional support needs provision) seeks to ensure that the rights of the child are fully embraced, promoted and upheld (UNCRC (Incorporation) (Scotland) Act 2024).

We are passionately committed to:

### Article 12

*Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.*



### Article 28

*Every child has the right to an education.*

### Article 29

*Education must develop every child's personality, talents and abilities to the full.*

### Article 31

*Every child has the right to relax and play and take part in a wide range of cultural and artistic activities.*

### **Staffing to Support Additional Needs**

Our school recognises the power and advantage that is to be harnessed by strong, consistent, high quality team work. Data available around children's learning needs is frequently scrutinised to inform school timetables, where we recognise the need to enhance the staffing capacity for learners, beyond that which is available from the class teacher.

### School Support Assistants

Teaching and school support staff liaise daily to maximise the use of timing allocations, to deliver targeted interventions, where necessary. Through partnership and daily dialogue, staff in our classrooms (class teachers and School Support Assistants) implement daily routines and agreed interventions to support those that data tells us need it most.

This does not always mean that children who benefit from the provision of free school meals will receive time to work with our School Support Assistants, but it does mean that all time available will be used thoughtfully and in a carefully considered way, to make sure that quality attention is given to the pace and challenge provided to our learners, whether they are free meal entitled or coping with additional support needs of whatever nature. For example, at times, this may mean that School Support Assistants oversee learning of children who are coping well, to free up time for class teachers to work one to one or in small groups with learners presenting with a need for support / particular barriers to learning.

School Support Staff are strongly encouraged to speak to class teachers, or, where appropriate, senior leaders, to highlight particular barriers to learning that they may notice when working closely with learners, and to update staff on observations when implementing interventions and one to one or small group supports. Our School Support Staff team are a huge asset to our school's drive to support learners to both meet and exceed expectations and all non teaching staff are committed to ensuring that they recognise how hugely their support is valued.

Where capacity allows, regular meetings with our School Support Team and senior managers take place, to allow time for reflection and discussion around what is working well and what further actions need consideration. Our HT and School Support Assistant Team Leader maintain daily dialogue, in order to support effective implementation of school support timetables, to derive best impact for our learners.

### PT Support for Additional Support Needs Timetable

Where availability exists for additional teaching to be given to children who present with additional support needs at Stage 2 or beyond, time will be made available within our PT's non-class committed time to help overtake any issues that may arise.

Our team are of the very firm belief that the most important people within our establishment are our learners. They, and their needs, take priority over all else in our school.

While this position statement wholly encompasses HGIOS4 Quality Indicators 2.4 – Personalised Support and 3.1 – Ensuring Wellbeing, Equality and Inclusion and 3.2 – Raising Attainment and Achievement, our team is of the strong belief that Learning, Teaching and Assessment (QI 2.3) is 'king' in our school: the quality of teaching and learning that our children have access to must always be given the highest priority.

Allocation of PT time for additional support needs provision allows us to enhance and elevate Quality Indicators 2.4 and 3.1, while layering up Quality Indicator 2.3. This allocation of staffing capacity is in keeping with this passionate, wholehearted commitment to the difference that high quality teaching and learning can make to our children's learning and life chances.

### **Curriculum**

Our year-round school curriculum has a strong role to play in ensuring that wellbeing, equality and inclusion are supported, promoted and upheld at all times, both in formal and informal learning opportunities. Special attention to protected characteristics permeates interdisciplinary learning within teachers' planning and within our whole school assemblies. Whole school events such as our participation in Neurodiversity Celebration Week, and our whole school Cultural Diversity Celebrations, also add depth and additional layers to this important aspect of our whole school learning.

### **Career Long Professional Learning**

The school will aim to provide school support staff and teaching staff with regular updates and training as far as possible, in all relevant aspects of additional support needs and inclusive education.

Staff are also able to access training courses offered by the extended community team, South Lanarkshire Council and other appropriate agencies as time and funding allows.

An appropriate bank of quality texts to support a range of additional support needs is available in our staff library, and staff are free to request additions to this, at any time and funding permitting, action will be taken to support these requests. In Carstairs Primary we are committed to building and maintaining a bank of resources which can be accessed to provide support for children in their learning. These resources are located centrally, and additional materials / resources can be accessed via discussions with the Head Teacher.

### **Summary of Important Actions**

- The Head Teacher will liaise with class teachers, members of the senior leadership team, parents / carers, the extended community team and other agencies, as

required. The Senior Manager Pupil Support for Clydesdale is also able to offer advice and recommendations, where appropriate.

- Most needs will be met at classroom level by the class teacher based on observations, assessments, discussion and appropriate target setting and planning for groups or individuals.
- Where the teacher feels needs are not being wholly met, she / he should seek support within the school in the first instance discussing concerns with the senior leadership team. It is imperative that staff do not wait until tracking meetings or forward plan review meetings to raise any concerns. HT should be approached out with these meetings, where concerns exist, to ensure that action planning where necessary is prompt, and as pro-active as possible.
- Teachers will contribute to planning and the review of individualised plans for identified pupils where the needs are judged to be out with the normal range.
- All learners and parents / carers must play a central role in processes and decision making, in line with the principles of Getting It Right For Every Child.

## Appendix 1

### *Staged Intervention - Support Examples*

<p>Some examples of support possibilities at stage 1</p> <p>Sensory adjustment or provision of resources to support sensory needs            Seating adjustments            Use of visuals / visual timetables            Access to calm spaces, break out areas, brain breaks            Additional time with classroom staff to give extra teaching or coaching to intervene / overcome difficulty presenting            Opportunities for overlearning            Specific additional reinforcement of particular aspect of learning            Learning broken down into smaller chunks and additional scaffolding provided            Access to activities to support memory – games, technology, range of active learning strategies / multi-sensory approaches            Differentiated activities / alternative lay outs provided            Liaison with home, possible home reinforcement as needed</p>
<p>Some examples of support possibilities at stage 2</p> <p><i>All examples noted above also apply here</i></p> <p>Access to softer starts / ends to the day – may include Nurture Room access            Targeted support time built into weekly support timetables – class teacher time, SSA time, PT ASN timetable time            Interventions linked to need – targeted individualised programme of activities to overtake hurdle – examples include specific resources such as 5 Minute Box, Hornets, Toe by Toe, memory training interventions or may be time using specific approaches to help day to day, such as time to learn how to use speech to text technology / other assistive technologies            Possible initial involvement of specialist support teacher / initial engagement with educational psychologist</p>
<p>Some examples of support possibilities at stage 3</p> <p><i>All examples noted above apply here too, where appropriate</i></p> <p>Visits from staff colleagues who do not work in Carstairs Primary School day to day            Eg) – Educational Psychologist, Specialist Support Teacher, Behaviour Outreach Teacher            Child may receive support from these education colleagues coming in to school            This may be in addition to other examples noted above in Stage 1 and Stage 2</p>
<p>Some examples of support possibilities at stage 4</p> <p><i>All examples noted above apply here too, where appropriate</i></p> <p>Social Work involvement – regular liaison with school to support child/ren            Family Support Worker – weekly meetings with child in school            CAMHS – child may attend weekly appointments            Counselling Service – representatives may work 1:1 with children in school over a block of time            Speech and Language Therapy – child may attend out with school or from time to time, representative may work with child in school            Occupational Therapy – as above notes for Speech and Language Therapy</p>

*Please note – this provides examples only at each stage. This not in any way exhaustive or fully comprehensive of the work that takes place at each stage – it is intended for general information only.*