

Inclusion - Additional Support Needs

Self-Evaluation:

HGIOELC 1.1 Self Evaluation for Self Improvement

HGIOELC 1.2 Leadership of Learning

HGIOELC 1.4 Leadership of Management and Practitioners

HGIOELC 2.1 Safeguarding and Child Protection

HGIOELC 2.4 Personalised Support

HGIOELC 2.5 Family Learning

HGIOELC 2.6 Transitions

HGIOELC 2.7 Partnerships

HGIOELC 3.1 Ensuring Wellbeing, Equality and Inclusion

HGIOELC 3.2 Securing Children's Progress

Aim ...

At Blackwood Primary Nursery Class we aim to ensure full participation of all children within the day-to-day opportunities to explore free play and planned educational opportunities within the life of the nursery. We aim to ensure our children are safe, healthy, achieving, nurtured, active, respected, responsible and included. We aim to remove barriers to participation and learning within the nursery, matching learning activities and resources to the age, needs and abilities of each individual child.

UNCRC Article 3
Article 12
Article 23
Article 28
Article 29

Our Vision ...

At Blackwood Primary School and ELC we strive to establish a caring, nurturing and stimulating environment which encourages creativity and curiosity and recognises each child as an individual, enabling them to attain and achieve.

Our Values ...

Friendship, Respect, Equality, Determination

Links

- Education Scotland
- Health and Social Care Standards
- HGIOELC
- C4X
- GIRFEC
- Education (Additional Support for Learning - Scotland) Act 2009
- Children and Young People Act 2014

Health & Social Care Standards

1, 2, 3, 4 and 5

Key Terminology

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.

Guidance and Procedures

- It is the responsibility of all staff to support the development and wellbeing of all children. If a member of staff is concerned about the development or wellbeing of a child this should be shared with the SMT and documented in the GIRFEC folder.
- Parents/carers should be fully engaged throughout the process.
- ASN folder (pink folder) to be created for each child with ASN to ensure all areas of support are recorded and tracked. DHT will be responsible for organisation and updating.
- EYMAT (Early Years Multi-Agency Team) meetings will play a key role in identifying what support is required for the child.
- The Staged Intervention procedure for identifying, assessing, planning and monitoring in respect of additional support must be an integral part of the teaching and learning process.

Stage 1 - intervention within the establishment.

- Parents or carers, early years staff, school staff, health or social work staff identify a child or young person who may require additional support
- Single Agency Assessment Part 1, Well-Being Assessment, should be completed. (DHT (ASN) in consultation with Nursery Staff);
- School assessment and monitoring procedures are followed
- Child or young person and parents or carers are fully involved in the process

Guidance and Procedures Continued

Stage 2 - intervention from education resources out with the establishment

- All involved in supporting the child or young person agree that support is required in addition to that normally provided at Stage 1.
- In consultation with colleagues, parents and carers, advice and recommendations are sought from other education services. e.g. Psychological Services, outreach staff , Early Years Specialist Support, Sensory Impairment, English as an Additional Language. Planning is reviewed and adjusted to take account of the advice received.
- Child or young person, parents or carers continue to be fully involved in the process.
- At this stage the main planning undertaken will be in the form of an ASP (Nursery Teacher in consultation with other agencies, staff and DHT (ASN) to complete).

Stage 3 - Multi - agency intervention

- Support is accessed from agencies outwith education (NHS, Social Work, Integrated Children's Services, OT, SLT).
- Part 2 Single Agency Assessment to be completed (Educational Psychologist in consultation with child's family) - consideration for a specialised placement required.

Stage 4 - Out of Authority Placement

- All education/multiagency interventions have been tried and it has become necessary for external provision.

Core Resources

- SLC Operating Procedures A28
- GIRFEC
- Education Scotland

Audience

- Children
- Nursery Teachers
- Early Years Workers
- Team Leader
- Support Staff
- SMT
- Parents/Carers
- SLC Personnel
- HMIE
- Care Inspectorate
- Educational Psychologist
- Specialist Support Team
- EAL
- Students