

Greenbank Pre School

Additional Support for Learning Policy



Greenbank Pre School

Edinburgh Greenbank Parish Church of Scotland
Braidburn Terrace
Edinburgh EH10 6ES

Early Years Scotland membership number 10042
Greenbank Parish Church Charity No SCO11325

Statement of Purpose

Greenbank Pre School is committed to

- hearing the children's voices
- offering high quality learning experiences which take account of national and authority guidelines
- developing a caring, supportive attitude between staff working together as a team
- encouraging staff to develop themselves professionally and personally
- equality and inclusion
- building a partnership with parents and valuing their contributions

Complying with Legislation and National Guidance

Within the **United Nations Convention on the Rights of the Child (UNCRC)** and

The European Convention on Human Rights (ECHR) inclusion and equality of opportunity are an entitlement for all children.

The **Equality Act 2010** provides a single, consolidated source of discrimination law.

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for the provision of additional support for learning. This legislation was amended by **The Education (Additional Support for Learning) (Scotland) Act 2009** and requires settings, local authorities and other agencies to address additional support needs which may arise during the course of the child's education. The Act legislates that it is everybody's responsibility to ensure that appropriate support is in place to enable all children to reach their full potential.

The Scottish Government's **Getting it Right for Every Child (GIRFEC)** promotes an integrated working approach ensuring the sharing of information and actions to ensure that the child's needs are being met **Children and Young People (Scotland) 2014** – provides for children with wellbeing needs

How good is our early learning and child care? – underpins the approach to self-evaluation to drive up standards

Realising the Ambition - National Practice Guidance on Early Learning and Childcare

Curriculum for Excellence - Learning at the Early level has a strong emphasis on learning through play.

The Early level is one of five curriculum levels and is part of the broad general education.

My World Outdoors - The Care Inspectorate recognises the benefits of accessing the great outdoors and this resource aims to make a positive contribution to the further development of outdoor play as part of early learning and childcare in Scotland.

The Needs of the Child

Children with additional support needs are identified through information from parents, observation and discussion within the team, reports from partner services and agencies, transition information and specific assessment.

All children are different and have individual needs and learning styles. In order that all children can reach their full potential some may require additional support. This support may be long term and/or short term and progress should be monitored regularly to ensure the support being provided is appropriate.

Consideration should be given to the child's home, language, culture and community when providing additional support for learning. Additional support for learning may be necessary to extend the learning of more able children (see A framework for Gifted and Talented Pupils (2006))

Children and young people may require additional support for a variety of reasons and may include those who:

- have motor or sensory impairments
- are being bullied
- are particularly able or talented
- have experienced a bereavement
- are looked after
- have a learning difficulty

- are living with parents who are abusing substances
- are living with parents who have mental health problems
- have English as an additional language
- are not attending school regularly
- have emotional or social difficulties
- are on the child protection register

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

Role of Staff

As part of everyday practice staff observe children and monitor their progress to assess their individual needs and interests. Staff will support children through appropriate planning and effective use of resources to ensure continuity of learning. If a child needs additional support, an **ASSESSMENT OF NEED is carried out to identify what areas of support are required for the child.** Upon parental agreement all appropriate outside agencies (SLT, Educational Psychologist, Health Visitor etc.) will be contacted to begin planning together for the needs of the child. The assessment helps support the child's learning and development, is consistent with his or her needs, interests and stage of development and is implemented as appropriate. Regular **Child Planning Meetings** in accordance with **GIRFEC** practice will be arranged involving all outside agencies supporting the child. A record of the child's progress will, in collaboration with the parents, be kept. The content of the record is confidential. The record will be shared regularly with parents and appropriate support and guidance offered through parental involvement and partnership and outside agencies. Staff are made aware of the relevant support services available and work collaboratively with the appropriate services to ensure the child's needs are being met.

Staff should keep up to date with current legislation and attend training as appropriate.

The ASL team leader has an overview of all children with additional support needs within the Centre and ensures their needs are met e.g. through discussion with staff, arranging meetings, making any necessary referrals, etc. She also ensures information and individual plans are shared with and implemented by appropriate staff members. She liaises with parents and partnership services.

Key workers have an overview of any child with additional support needs within their key group, ensures their needs are met and liaises with parents and the ASL team leader.

Parents

Parents are the child's prime educators and should be consulted and involved in all aspects of their child's education. Parents and professionals should work in partnership to ensure the child's individual needs are being met.

Parents ensure their child attends regularly and inform centre staff of reasons for absence; share information relevant to their child's learning and well-being and attend meetings to discuss their child's needs and progress.

How does the Additional Support for Learning Act affect Greenbank Pre School?

The Act requires the local authority to make sure that arrangements for children with additional support for learning needs can be identified, assessed and supported. The support put in place has then to be monitored and reviewed. The day to day practice of supporting the children is carried out by Greenbank pre School staff.

In the case of a dispute staff may be invited to participate in mediation. If a child requires a GIRFEC plan staff will be involved in the process of maintaining the plan.

The Act also gives parents of children with additional support for learning needs the right to make a placing request. It is for the authority to manage this but Greenbank pre School staff may be involved in discussions with the authority or with parents. Staff at Greenbank pre School should be aware of the local authority's placing request arrangements.

Other parental rights include the right to request that their child is assessed for additional support and whether or not a CPM is required. Parents also have a right to request specific types of assessment when the authority has agreed to start the assessment process. Staff at Greenbank pre School should be aware of these and any other new rights.

Monitoring of this Policy:

It is the responsibility of Kyra Okoth, Manager and ASL Coordinator and Julie French, Deputy Manager and ASL Coordinator and all Early Years Workers, including new or temporary staff, are familiar with this policy and to monitor that it is being implemented. This policy should also be brought to the attention of all parents and professionals visiting Greenbank Pre School. Monitoring of the policy will be achieved through implementation and reviews of support plans in relation to the child's goals and progress.

See also

Administration of Medication Policy
Behaviour Policy
Curriculum Policy
Confidentiality Policy
Equal Opportunities Policy
Transition policy

Appendices

- 1 - Links to National Policy and further information
- 2 - Staff Training Log
- 3 - List of Outside Agencies

All staff and committee members will have a working knowledge of this policy.

Date of review September 2023

Name Joan Ritchie

Appendix 1 - Links to National Policy

National Care Standards – www.nationalcarestandards.org/213.html

Education (Additional Support for Learning) (Scotland) Act 2004 www.legislation.gov.uk

Education (Additional Support for Learning) (Scotland) Acts www.gov.scot/

Getting it right for every child (GIRFEC) – Scottish Government www.gov.scot/

For further information:

Enquire (advice and information about additional support for learning – www.enquire.org.uk

Additional Support for Learning – Scottish Government
www.education.gov.scot/parentzone

Realising the Ambition – Scottish government
www.gov.scot/

My World Outdoors – Care inspectorate
www.careinspectorate.com

A framework for gifted and talented pupils – Edinburgh City Council
www.edinburgh.gov.uk

How good is our early learning and childcare? - Education Scotland
www.education.gov.scot

Curriculum for Excellence – Scottish Government
www.education.gov.scot/parentzone

Out to Play – Scottish Government
www.gov.scot/

Seeds for Change – Highland One World Global Learning Centre
www.highlandoneworld.org.uk

Appendix 2 – Staff Training Log

Staff are committed to further developing their skills through relevant training. This will be achieved through Improvement Planning and Professional Development and Review

Kyra Okoth

Julie French

Debi Allan

Ahn Um

Victoria Melville

Krishna Macdonald

Kirsten McIlwraith

Marion Dickie

Laura Dalgety

Appendix 3 -List of Outside agencies who may be involved

Educational Psychologist

Outreach teachers

Information and Learning Resources (formerly School Library Service)

Paediatrician

Health Visitor

Speech and Language Therapist

Occupational Therapist

Department of Child and Adolescent Mental Health Services (CAMHS)

Audiologist

Orthoptist

Social Worker

Physiotherapist