

Supporting Learners Policy Framework (0-18)

For Nursery and School Communities in Dundee



Our Vision : Children and young people with Learning and Wellbeing needs, including those with complex and additional support needs, will have access to the right support at the right time in the right place, so that they have opportunities to attain and achieve outcomes which enable them to reach their potential.

With parents/carers and our partners, we will effectively meet the needs of all learners in our local communities through fair and consistent practice across the city: for children, families and staff.

Outcomes we wish to achieve:

- Progressive improvements in outcomes for children and young people with additional support needs
 - Children and young people with complex and enduring needs will experience high quality care and support and are included within their local communities
 - Children and young people with complex and enduring needs will receive timely, effective support in their transition into adulthood
 - The plans for children with complex and enduring needs will demonstrate that their views and the views of their parents/carers have been heard
 - An increase in the diversity of attainment & achievements gained at primary and secondary school
 - Improvement in the capacity of local nurseries and schools to understand and meet the needs of children/young people with complex & ASN, including those with Autism
- ‘Good or above’ evaluations in schools’ performance in “Wellbeing, Equalities & Inclusion” (HGIOS 4; 3.1)
- Improved measures of performance data which evidence inclusion (attainment; future destinations; exclusions; attendance)
- Improved performance for pupils with protected characteristics (Equalities), e.g. those with a disability
- Improved performance for children and young people who are looked after and care-experienced
- Good equity of resource management across local communities and good control of budget

- Improved levels of parental and pupil satisfaction in relation to additional support needs
- Reports of improved staff confidence
- Low rate of disagreement/ dispute with parents/carers and others

Definition of Additional Support Needs : Additional support for learning means giving children and young people extra help or support so they can get the most out of their education.

A child or young person is said to have 'additional support needs' if they need more – or different support to that which is normally provided in schools or pre-schools to children of the same age.

It does not only apply to children who have long-term learning difficulties or disabilities. Children can need support for many reasons. Some may need a lot of support all the way through school. Others may only need a small amount for a short time.

Introduction

- 1.1. This policy framework is designed to promote the continuous improvement of an inclusive service, developing the capacity in all nursery and school settings to meet the learning and wellbeing needs of all children and young people.
- 1.2. This policy takes account of both national legislation/ policy frameworks and local strategic plans relevant to supporting learners, as shown in the diagram below

Scottish Government National Legislation and Guidance

Standards in
Scotland's
Schools Act
(2000)

Additional
Support for
Learning
(Scotland) Act
2004. amended

Equalities
Act
(2010)

Children and
Young People
(Scotland) Act
(2014)

The National
Improvement
Framework
(2016)

How Good Is
Our School
4



Dundee City Council Strategic Guidance

Integrated Children's
Services TATC
Framework: GIRFEC

DCC Education
Plan

Tayside Plan &
Local Outcome
Improvement Plan



Action Plan

Nurturing
Approaches in
Dundee

TATC Framework
including SLMGs
& transitions

Additional
Support for
Learning

Autism Strategy
and co-
occurring needs

Equality and
Accessibility
Strategy

2. AIMS

This policy is informed by an evidence base and policy (Appendix 1) from research relevant to supporting learners which ensures that effective practice in local authorities includes:

- planning provision to meet the needs of pupils with ASN, in mainstream nurseries and schools as far as possible; and prioritising specialist provision for those with the most complex needs requiring integrated health care and educational support
- providing specialist advice and support to school communities through central support services and the educational psychology service which builds the capacity of inclusive schools where relationships are central to improvement
- developing provision in partnership between the Children & Families Service, NHS Tayside and the Voluntary Sector which is closely aligned to the aims and outcomes of Integrated Children's Services strategic delivery plan for Complex & Additional Support Needs
- improving partnership with parents/carers to co-design policy and practice while continuing to provide advice and support to them
- evaluating the impact of nurseries' and schools' work on supporting learners

3.0 KEY PRINCIPLES

The following key principles underpin this policy:

- the need for an organisational approach through school improvement and reflective practice – with collective accountability across leadership roles/remits
- Effective engagement with parents/carers is central to securing mutually supportive and positive home-school relationships.
- a commitment to the 'presumption of mainstream' for children and young people with appropriate additional support
- implementation of a key GIRFEC principle of 'least intrusive intervention' – providing support on a locality basis, with children and young people remaining in their local community wherever possible to attend nursery or school
- Effective staff attitudes and skills which value the central place of relationships for learning and wellbeing

- Promoting success by recognising and celebrating the diversity of learning needs and achievements of children and young people and ensuring accessibility and flexibility in the curriculum, physical environment and methods of communication
- All nurseries and schools are appropriately resourced and supported to provide effective universal and targeted supports to meet learning and wellbeing needs
- Effective means of engaging children and young people who are regarded as active partners in learning and are involved appropriate to their age and stage in sharing their views and developing learning goals.

4.0 PARTNERSHIP WITH PARENTS/CARERS

Dundee City Council is committed to working in partnership with parents. Parents are encouraged to attend collective and individual meetings held in nurseries/schools. By maintaining this regular contact with their child's nursery/school, they will give themselves the best chance to stay involved, informed, consulted and included in both the life of the school community and their child's education.

4.1 Each parent should have a key school contact and should know who the Named Person is (e.g. Primary Head Teacher, Secondary Guidance or Support for Learning Teacher) and how and when to contact them. For pre-school children, the Named Person is the Health Visitor. However, Nursery staff usually take the Lead Professional role.

4.2 If a parent has concerns about any aspect of their child's education, they should feel free to contact their child's Named Person, in the first instance.

4.3 If, after contact with nursery/school, a parent has remaining issues that are unresolved, they should contact the Children & Families Education Officer for the school or Education Support Officer for ASN [see *Supporting Learning in Dundee - Information for Parents and Young People* <http://www.dundee.gov.uk/publication/supporting-learners-dundee-information-parents-carers-and-young-people-77kb-pdf>].

4.4 If a parent feels their child's additional support needs are so significant that they require a written plan (ABLE or Single Child's Plan; or Coordinated Support Plan), they should approach their child's Named Person in the first instance. The Named Person may consult the Education Support Officer (ASN), Educational Psychologist or Outreach Service for advice. A parent's key school contact should be able to provide advice on what can be done at home to get the most out of any plan designed to support a child's learning and -vice versa. Information provided by the parent will help the school amend, improve and implement a child or young person's educational support plan.

4.5 The Parental Engagement Officer has regular meetings with the ASN Parents' Forum and has an active role in supporting parents in Dundee.

4.0 HOW WE WILL SUPPORT LEARNERS: Action Plan

Implementation of policy framework	Action
<p>Nurturing Approaches In Dundee</p>	<ul style="list-style-type: none"> ➤ Implementation & evaluation of the impact of the Nurture Framework in nurseries, schools and children’s houses (https://education.gov.scot/improvement/inc55nurture) ➤ Staff training framework based on Nurturing Principles delivered in a tiered system using a whole school approach – including specialist interventions which focus on attachment, trauma, emotional literacy & self-regulation ➤ Implementation and monitoring of improvements related to De-escalation; Physical Intervention; and Violent Incident Policy Guidelines ➤ Review and implement provision for primary age pupils with social, emotional and behavioural needs which is consistent with evidence-based practice (Nurture/Trauma; Emotional Literacy; Self-Regulation) ➤ Improve educational outcomes for children and young people who are looked after and accommodated (DEPS/Children’s Houses)
<p>TATC Framework including transitions</p>	<ul style="list-style-type: none"> ➤ Ensure all Child’s Plans are SMART and linked to assessments of risk, resilience and need through regular auditing and moderation processes ➤ Child’s Plans are embedded in a single planning system and include FLPs & CSPs where appropriate ➤ Pupils and Parent/Carers are regularly given opportunities to voice their views and opinions in relation to the support they are receiving; and that these are evidenced/recorded appropriately ➤ All leaflets/website information and policy/ strategy informed by parent/carer co-production and participation ➤ Increase the use of the National practice Model and adapted Wellbeing wheels to ensure children & young people have accessible communication to share their views ➤ Increase number of children/young people with complex & ASN on pupil councils ➤ Transition planning for all pupils with ASN is timeous and effective from pre-nursery to post-school; and ensures positive post-school destinations ➤ Implementation of a city-wide ASN register, consistent with TATC framework (level) and Seemis (ASN census)

Implementation of policy framework	Action
<p data-bbox="188 180 613 252">Supporting Learners Practice including SLMGs</p> <hr/> <p data-bbox="188 336 600 475"> Internal Link External Link 'SUPPORTING LEARNERS MANAGEMENT GROUPS GUIDANCE.docx' </p>	<ul style="list-style-type: none"> ➤ Consistent implementation and evidence of impact of ABLe (link here) to adapt the learning environment including differentiated curriculum planning ➤ Improved data-sharing and analysis which is compliant with CYP/ASL Act informing placement/provision planning ➤ Continue SLMGs to ensure local communities are central to decision-making and resource management ➤ Build capacity within the community/mainstream and specialised provision to meet diversity of learning needs through outreach support, shared resources and other co-operative practice ➤ Increase outreach advice and support from Kingspark School ➤ School/Nursery Self -Evaluation through HGIOS 4 (2.4 and 3.1) ➤ Establish an ASN, Equalities & Inclusion Service to provide learning & teaching advice & support to nursery and school communities (including those with bilingual, multisensory and diverse communication needs) ➤ Implement Dyslexia Toolkit/framework across all schools within the authority's literacy strategy ➤ Regular engagement with local parent/carer groups to inform policy and practice ➤ Deployment of additional support (including LCAs) is consistent with evidence-based practice (https://educationendowmentfoundation.org.uk/our-work/campaigns/making-best-use-of-teaching-assistants/) ➤ Implement a quality improvement framework to ensure consistent practice across all schools with Enhanced Support Areas (ESA)
<p data-bbox="188 995 589 1067">Autism Strategy and related needs which may co-occur</p>	<ul style="list-style-type: none"> ➤ Ensure a consistent and integrated approach to social & communication needs (inc Autism) which meets national strategy standards through the Autism Strategy (link here) ➤ E-Learning Autism module developed for all DCC staff ➤ Schools to be supported to put in place an appropriate Autism-friendly environment and be trained in how this should be used to allow pupils with Autism to access the curriculum ➤ Transition planning which is in line with Principles of Good Transitions 3 ➤ Implement the Autism Strategy with partners within integrated children's services, including DASH; NAS; and The Yard ➤ Develop guidance and training for school staff on ADHD in partnership with local parent support groups ➤ Develop provision which meets the needs of young people with high-functioning Autism ➤ Further develop educational provision for young people with anxiety/mental health & wellbeing needs (AIM)

Implementation of policy framework	Action
Equality and Accessibility Strategy	<ul style="list-style-type: none"> ➤ ICT Accessibility framework developed which will allow a more consistent use of ICT for reasonable adjustments leading to improved attainment for pupils with ASN ➤ Multisensory support provision ensures pupils with visual impairment and Deaf/Hearing Impaired pupils are able to access the curriculum and make progression in their learning ➤ Bilingual pupils' support provision ensures that pupils have access to learning opportunities which foster their first language and to qualifications which provide pathways e.g. ESOL and community language exams ➤ Data in relation to Equalities and Bullying informs service improvement planning for pupils with protected characteristics ➤ Gain the LGBT Chartermark (bronze) for the Children & Families Service ➤ Provide training for Senior Learning & Care Practitioners, LCAs and other support staff to ensure that all accessibility needs are met, e.g. moving and handling; intimate health and care needs; communication needs ➤ Implement local policy guidelines for children and young people unable to attend school due to ill health

5.0 WHO WILL IMPLEMENT THIS POLICY?

5.1 Children and Families Service

Senior Service managers are responsible for supporting nurseries and schools in the implementation of this policy by:

- Monitoring the impact of this policy framework through School Improvement Partnerships and the relevant quality improvement frameworks (HGIOS 4; HGIOELCC)
- making effective use of data for long term planning of provision to meet needs
- planning strategically with senior managers in the Health & Social Care Partnership to ensure transitions to adult life are effective
- planning strategically with senior managers within the Children & Families Service to ensure that implementation of the Children & Young People's Act (2014) is closely aligned to the requirements of the Additional Support for Learning Act and Equalities Act
- facilitating a range of training and development opportunities for all staff
- assisting schools and support services to develop positive collaborative working practices with all partners in the support of learning for all
- working with families and other partners to plan, develop and deliver appropriate provision in the most appropriate learning environment possible
- providing an appropriate range of support services and partnership arrangements with other agencies

- ensuring regular reviews of this policy
- ensuring children and young people's views are heard and acted upon

5.2 Head Teachers

The Head Teacher is responsible for the implementation of this policy by:

- developing and promoting, in partnership with all appropriate members of the school community and partner agencies and organisations, an individual school guidance on Supporting Learners based on the principles and model promoted within this Authority Policy
- ensuring that the school maintains an up-to-date database/register of all pupils with additional support needs (Appendix 1)
- modelling and promoting an inclusive ethos which values all children and young people equally and which recognises and delivers the need to support some children and young people with a targeted intervention in the short, medium or long-term
- prioritising staffing in order to provide support for children in particular need and deploying them appropriately to support individuals and groups of pupils on the basis of the staged intervention process
- ensuring that staff have opportunities to develop their skills and abilities and to regularly update their professional knowledge and understanding of relevant issues (such as methodologies, new legislation and national reports) through Professional Reflection and Development (PRD)
- ensuring that all staff, all pupils, all parents and the Parent Council are aware of the Authority and school Supporting Learning Policies and Guidance
- ensuring that the both the Authority and the school Supporting Learning Policies and Guidelines are fully implemented and the school's policy is reviewed on a regular basis
- using the Supporting Learners Management Groups (SLMGs) to ensure consistency of approach to support needs of the children and young people in their community
- ensuring role of Named Person is being carried out

5.3 Teaching Staff

All staff are responsible for the implementation of this policy by:

- developing meaningful relationships with children and ensure a positive learning environment
- work constructively with parents
- undertaking effective approaches to planning for the class, groups and individuals and differentiate the curriculum accordingly.
- devising, where appropriate, group or individual learning plans (ABLe), Individual Care Plans or contributing to a Single Child's Plan as appropriate
- delivering well-constructed curriculum programmes for the class as a whole, for groups and individuals
- working collaboratively with support staff to plan, deliver and review.
- ensuring effective communication/consultation with support staff
- guiding support staff and ensure strategies are meaningfully implemented
- adjusting daily timetable to maximise support
- incorporating suggested strategies, resources and advice whenever possible
- assessing and reporting on the progress made by each pupil
- informing the Named Person of any wellbeing concerns
- working co-operatively to develop and promote nurturing approaches which value, include and support all children and young people

- working collaboratively with colleagues and parents to help identify and address the needs of all children and young people
- sharing experience and good practice of supporting learning with colleagues and being receptive to those of others
- taking account of the assessment and outcomes to be achieved in any individual Child's Plan

5.4 All Pupils

Pupils are responsible for the implementation of this policy by

- accepting appropriate individual responsibility for learning in relation to the 4 capacities
- contributing appropriately to supporting children and young people who are more challenged by circumstances over which they may have little or no control
- being regularly given opportunities to voice their views and opinions in relation to the support they are receiving

6. Review

- This policy framework will be monitored and reviewed in consultation with the ASN Parents' Forum and by the Supporting Learners Reference Group, within the delivery plan for children's services (Health & ASN Delivery Group). It will be formally revised and updated no later than June 2020.

Publication date: August 2017

Review date: August 2020

Officer responsible: Education Manager (ASN, Educational Psychology & Inclusion)

Appendix 1: Specific guidance which is informed by the Supporting Learners Policy

REFERENCES for EFFECTIVE PRACTICE IN ASN (UK/EU RESEARCH)

<https://www.european-agency.org/country-information/united-kingdom-scotland/national-overview/complete-national-overview>

http://www2.warwick.ac.uk/fac/soc/cedar/better/reportspublications/sen_research_policy_paper_senprf_march_2014.pdf

<http://www.nasen.org.uk/policy-option-papers/>

<http://www.sen-policyforum.org.uk/>

'A systematic review of interactions in pedagogical approaches with reported outcomes for the academic and social inclusion of pupils with special educational needs' <https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=1671>

'A systematic review of pedagogical approaches that can effectively include children with special educational needs in mainstream classrooms with a particular focus on peer group interactive approaches.' <https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=332>

Dundee City Council Policy Guidelines:

- a. Literacy & Dyslexia Staged Intervention Framework
- b. Autism Strategy
- c. Nurture Approaches (including De-escalation; Physical Intervention; and Violent Incidents)
- d. 'Promoting Inclusion, Reducing Exclusion'
- e. Supporting Learners Management Groups Guidance
w.r.t. Team Around The Child Framework in Dundee
- f. Equalities Outcomes and action plan
- g. Accessibility Strategy
- h. Young Carers Policy
- i. Anti-Bullying Guidance Policy
- j. Admin of Medical/Health guidance – including intimate care

- k. Bilingual Pupils Support Guidance
- l. Guidance for pupils unable to attend school due to ill health
- m. Transport Policy (ASN)
- n. Transitions Charter