



Roseburn Primary School

Additional Support for Learning Policy

Created: March 2020

Updated September 24



Additional Support for Learning

At Roseburn Primary School, we aim to:

- identify and support needs as early as possible
- address the needs of the whole child
- improve confidence, self-esteem and foster independence
- remove barriers to learning
- maximise learning opportunities for all within an inclusive learning ethos
- use data to inform strategies and supports

This policy outlines how Roseburn Primary School and Nursery identify and support children and young people with additional support needs.

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Legislation and Context

The Education Scotland (Additional Support for Learning, ASL) Act 2004 states in the Code of Practice that a child has additional support needs where, for whatever reason, the child or young person is, or is likely to be unable without the provision of additional support to benefit from the school education provided.

Additional support needs may arise from the learning environment, family circumstances, a disability or health need, or social and emotional factors, and may be of a permanent or temporary nature.

We work within the framework of national and local policies. (Appendix 1)

Identification of Needs

Roseburn Primary has an ASL team which includes:

- Headteacher - Mrs Natalie Borrowman - Lead for Early & First Level, P1-4
- Principal Teacher and ASL Coordinator - Ms Jacqui Gardner - Lead for Second Level, P5-7
- Principal Teacher - Mrs Kelly Thirgood (acting) - Lead for Early Years (Nursery)
- Class Teachers
- Seasons For Growth Leads - Elaine Reid, Chantel Mills
- Nurture Leads – Ms Jacqui Gardner &, Mrs Louise Scott
- Visiting English as an Additional Language (EAL) teacher – Maide Tomas, Fiona Smith
- Highly skilled Pupil Support Assistants (PSAs)
- Experienced EY staff
- Trained parent helpers
- Educational Psychologist- Mr Jordan Ford
- CHS Counsellor Laura Heneaghan



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- ASL Service Leader – Mrs Julie Wood,
- ASL Inclusion Teacher – Sarah Whiteman
- Early Years ASL Leader –
- EY Teacher Lyndsey Tyler, EYPs- Karen Birrell, Lisa Bayliss

The City of Edinburgh identifies a Staged Intervention Approach following a pathway framework. Staff use the ASL Pathways Support Flowchart (Appendix 2) to support the pathways.

Pathway One is personalised support in the classroom. 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 have received training in the use of The CIRCLE document as a tool for creating inclusive classrooms and inclusive practice. Class teachers use the Circle Inclusive Classroom Scale to audit their classroom environment and classroom practice to support learners at pathway 1. Where there are concerns about a pupil, teachers should use the CIRCLE Participation Scale to identify support strategies at Pathway 1 and discuss this with the ASL team.

Nursery staff have received training in the use of the Up, Up and Away document as a tool for creating an inclusive nursery environment and developing inclusive practices. Where there are concerns about a pupil, nursery staff should use the documentation to identify support strategies at Pathway 1 and discuss this with the ASL team.

Staff understand the use of the Literacy and Dyslexia Guidelines and can complete an EY or Primary Checklist if the difficulty is a literacy one. This is a useful tool for discussing needs with the ASL team and identifying strategies.

Both, school and Nursery staff work closely with the child 's parent or guardian.

Pathway Two is support from the ASL team in school. This can be individual or group work or team teaching, supporting the class teacher. All children are regularly discussed at planning, attainment, tracking and monitoring meetings and support is appropriately adjusted.

If difficulties persist after Pathway 1 intervention, further discussion with a member of the ASL Team should follow. Needs can be identified and discussed along with a discussion about the Circle Participation already completed by the class teacher. This information is updated regularly during termly liaison meetings with class teachers

The ASL team discuss the referral and allocate support if required. Support may come in a variety of formats – direct teaching with ASL teacher, PSA support, a 1-1 or group intervention, motor skills programme, etc. It may be long or short term and will be reviewed regularly. If further individualised support is required, then a higher level of planning and recording may be required:

- Child's Planning Meeting (CPM)
- Assessment of Need (A of N)
- Co-ordinated Support Plan (CSP)
- Individualised Educational Programme (IEP)
- Strategies and Support Plan (SSP)

Pathway Three is support from partner agencies or services as listed below. Referrals are made by the ASL Team, through the GIRFEC process.



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As a result of further assessment at Pathway 2, support may be requested from a partner service via referral by the ASL teacher or on application 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:

- Children and Adolescent Mental Health Service (CAMHS)
- Educational Psychologist (EP)
- Community Child Health (CCH)
- Speech and Language Therapy (SALT)
- School Nurse
- Family Support (Family Solutions/Edinburgh Together)
- ASL services include
 - English as an Additional Language (EAL)
 - Health and Wellbeing (HWB)
 - Language and Communication (L & C)
 - Literacy and Dyslexia Support Service (LDSS)
 - ICT
 - Support for Care Experienced and Traveller Families
- Medical Outreach support (HOTS)
- Occupational Therapy (OT)
- Resources Team
- Sensory Support Service – this includes the Deaf Support Team (DST) and the Visiting Teachers of the Visually Impaired (VTVI).
- Social Work (SW)
- Young Carers (YC)

Pathway Four is support through specialist provision and is accessed through the Educational Placement Group (EPG) in consultation with the Educational Psychologist, school, parents and, where appropriate, the child.

Assessment

Pupil progress is monitored at every Pathway and the ASL team meet regularly to plan appropriate support. This support may be a block of work with an ASL Teacher, 1-1 support, a targeted intervention or a PSA led group. All supports are evaluated and reviewed regularly and may be short or long term. Parents and young people are included in all decisions where appropriate. Information gathered is recorded in a variety of ways; minutes from Child Planning Meeting (CPM), Strategy sheets, Individual Education Plan (IEP) and ASL class overviews. Information is shared and careful consideration given to planning for effective transition for children with additional support needs, moving from Nursery to Primary 1, class to class and Primary to Secondary. This is done in close consultation with the city wide ASL service and staff from Craigmount/ Tynecastle or other Local Authority or Independent Schools. Transitions to S1 are planned for from the beginning of P6.

Class teachers will monitor progress through formative and summative assessments which are ongoing. In May summative assessments are carried out to support teacher judgement. In May P1 complete a Literacy and Maths National Standardised assessments (NSAs) online; In November P4 and P7 complete reading, writing and numeracy NSAs. At other stages the New Group Reading Test (NGRT) and Progress Test In Maths (PTM) for the appropriate level are taken. All classes complete the Single Word Spelling Test (SWST).

Where needs persist the ASL team have access to a wide range of diagnostic tools to provide information and plan next steps. These may include:

- Single Word Reading Test - SWRT
- British Picture Vocabulary Scale 3 - BPVS3



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- York Assessment of Reading Comprehension (early years and older version)
- Test of Word Reading Efficiency - TOWRE
- The Primary One Literacy Assessment and Action Resource (POLAAR) is designed to support improvement by helping P1 teachers identify and assess children who are most at risk of developing later difficulties with reading and writing.
- SEAL assessments

All children who score 85 (standardised score) or less in the SWRT are monitored and assessment results recorded on the ASL Literacy Tracker and returned to ASL services annually.

Roles of the ASL Coordinator and ASL Teacher

The ASL Coordinator and ASL teacher have 5 main roles in supporting staff, parents and pupils regarding additional support needs

1. Direct Teaching and Co-operative Teaching
2. Assessment
3. Consultancy
4. Staff Development
5. Collaborative Working – Getting it Right

The balance of the 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 5 roles.

The ASL team has access to a wide range of strategies and supports which enable learners to reach their full potential. The list below describes some of the Universal and Targeted supports which may be available. The Circle Document provides a more expansive list.

Universal Supports available:

- Access to supportive ICT
- Visual Timetable in all classes
- Safe Spaces and Calm Corners in each learning area
- Whole school Dyslexia training and Dyslexia Friendly practices embedded
- Intervention from Literacy and Dyslexia Support Service (LDSS)
- Aids and adaptations for disabled learners
- Appropriate methods of communication for hearing or visually impaired pupils
- Creative teaching approaches used to meet the needs of all learners
- Key staff identified to support individuals with additional support needs
- EAL staff can support bilingual learners with enhanced enrolments and are able to contribute to the professional learning of the school
- Whole School Autism training and Autism friendly strategies embedded in daily practice
- Effective transition arrangements are in place
- ASL team meet regularly and feedback to staff and parents
- Tracking and Monitoring of attainment in place and considered in planning allocation of support
- Clear staged Intervention framework in place to identify additional support needs.
- Circle Inclusive Learning framework is embedded across the school and used by class teachers to support pupils at Pathway 1

Targeted Supports - see Appendix 3



Additional Support for Learning

Targeted supports may include:

- PSA – agreed system and clear criteria for allocating and managing PSA time - Evaluated and reviewed regularly
- Emotion Talks/ Social Skills / Social Thinking groups
- Nurturing Approaches
- Relax Kids
- Talk and Move/Teaching Children to Listen Groups
- Sensory circuits group
- Fine Motor Skills
- Therapy Inclusion Partnership (TIP) Programme initially introduced by Speech and Language Therapist, Occupational Therapist and Physiotherapist, now being implemented by PSAs
- Seasons for Growth
- Play boxes
- Lego Therapy
- Block Play
- Coding
- Circle Time
- Reading and Language Intervention
- Dyslexia Support
- Read, Write, Inc.
- Paired Reading with volunteers from Anderson Strathearn Wed 9.45-10.15am
- Toe by Toe Programme
- 1,2,3 maths programme Power of 2
- 6 Minute SEAL daily
- Support from Literacy and Dyslexia Support Service
- 1:1 Speech and Language programme e.g. Colourful Semantics

Attainment Transition Team (ATT)

From April 2022-23 Roseburn as part of the Craigmount Learning Community have received support from the ATT, (Teacher, Pupil Support Officer, School Counsellor). This essentially is a full time teacher one day a week to support identified individuals, and or identified groups of learners in literacy. The current focus is writing. Plans are discussed termly and strategies and supports agreed. On Fridays the Pupil Support Officer, supports identified learners and their families to improve attendance concerns. The school counsellor support 2-3 referred learners in school for a weekly session.

Roseburn Primary aims to provide a high-quality education for all of its learners, to provide effective inclusive practice and to promote a learner - centred approach where all learners are listened to and involved in the management of their own learning.

This policy has been shared with staff and parents and will be reviewed regularly in line with the school's Standards and Quality Improvement Plan.

Appendix 1

Legislative Context

- HMIE, 2007, How Good is our School? The Journey to Excellence: Part 3 (Revised edition), Livingston, UK
- Parliament of the United Kingdom, 2010, The Equality Act, London, UK
- Scottish Government, 2004, The Curriculum Review Group, Edinburgh, UK
- Scottish Government, 2006, Scottish Schools (Parental Involvement) Act, Edinburgh, UK
- Scottish Government, 2009, Education Scotland (ASL) Act, Edinburgh, UK
- Scottish Government, 2010, Supporting Children's Learning Code of Practice, Edinburgh, UK



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- Scottish Government, 2010, City of Edinburgh Council – GIRFEC Framework, Edinburgh, UK
- Scottish Government, 2014, The Children and Young People (Scotland) Act, Edinburgh, UK
- The City of Edinburgh Council, 2011, Literacy and Dyslexia Guidelines, Edinburgh, UK
- The City of Edinburgh Council, 2011, Up, Up and Away Document, Edinburgh, UK
- The City of Edinburgh Council, 2014, The City of Edinburgh Child Planning Support Materials, Edinburgh, UK
- The City of Edinburgh Council, 2015, CIRCLE Document, Edinburgh, UK
- United Nations, 1990, The United Nations Convention on the Rights of the Child, National and International Policy, New York, USA

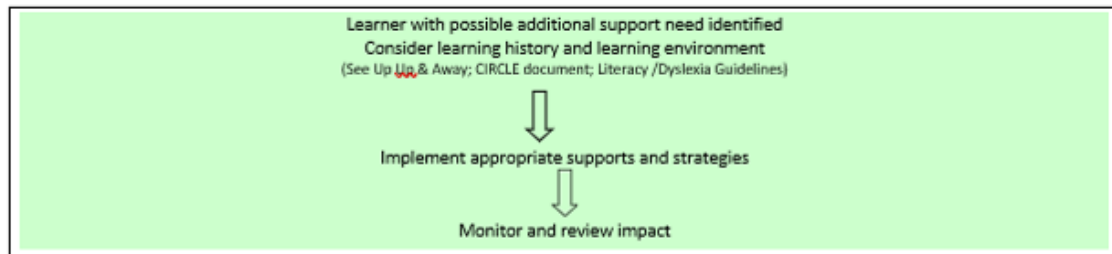


Additional Support for Learning

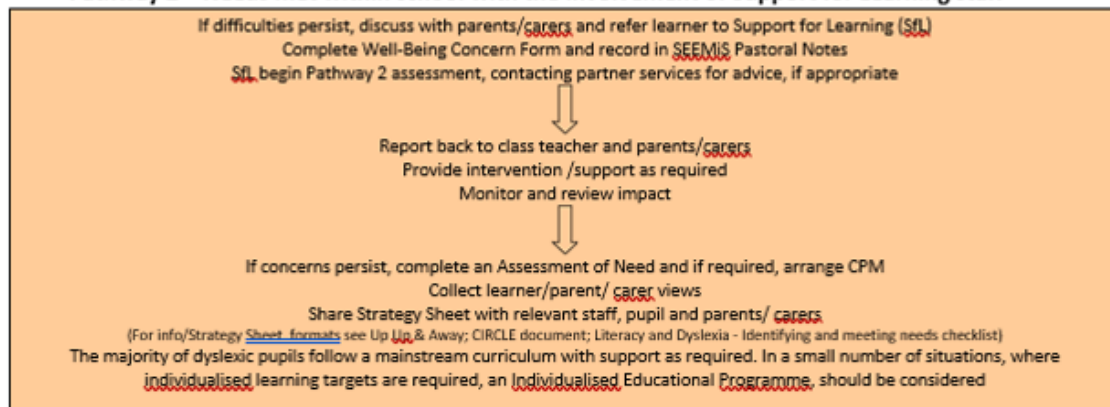
Appendix 2

Pathways of Support Overview

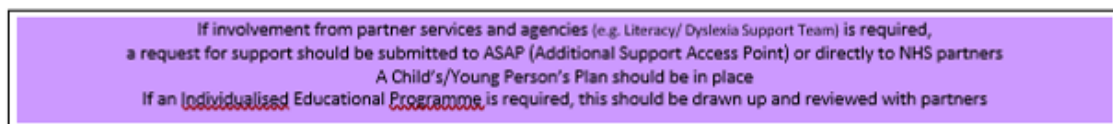
Pathway 1 – Needs met within class by the class or subject teacher



Pathway 2 – Needs met within school with the involvement of Support for Learning staff



Pathway 3 – Needs met within school with the support of partner services and agencies





Appendix 3

SUPPORT GROUPS at ROSEBURN

We can offer a variety of groups at Roseburn to support children with their learning. They target different ages and stages of development and a variety of support needs. If you would like to discuss these groups further or have any questions, please contact:

Jacqui Gardner ASL Coordinator



The team of PSAs who work at Roseburn and help to deliver many of these programmes are:

Current staff session 2024-25

Tim Parkinson, Belinda Dreze, Manuel Munoz, Estrella Saez, Louise Scott, Randa McRobbie, Leti Rodriguez, Sylvia Bartoli, Ericka Rowan and EYP Maria Garcia

Partnership Services who also support the school include

ASL Team leader for NW Edinburgh – Julie Wood

ASL Inclusion teacher- Sarah Wightman

Educational Psychologist - Jordan Ford

EAL Teacher – Maide Tomas, Fiona Smith

Dyslexia and Literacy Support Team- Carol Farrelly (teacher), Heather Campbell PSA
School Nurse- Donna Scott

Speech and Language Therapist – Colleen MacDonald, Caitlin Donaldson

Active Schools Coordinator – Cat McCready

and a range of medical professionals, occupational therapists, physiotherapists and family support workers.



Additional Support for Learning

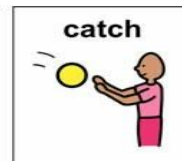
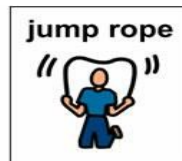
Strong links with parents, professionals and our young people are essential to ensure they are safe, healthy, active, nurtured, achieving, responsible, respected and included in their education.

CODING This group introduces children to the Raspberry Pi and the programmes Python and Scratch which teach children computational thinking, coding and the language required to programme. They will work together on animation or electronics projects, communicating and problem solving. The Raspberry Pi is a capable little computer which can be used in electronics projects, and for many of the things that a desktop PC does. For further information www.codeclub.org.uk



TIP Therapy Inclusion Project

This group use games, physical activity and discussion to develop balance, coordination, social communication,



literacy, listening and talking, fine motor skills, independence and confidence. For further information www.asl.scot.nhs.uk TIP leaflet

BLOCK PLAY

A group of children need to communicate, collaborate and problem solve using thinking skills and creativity to build structures using large blocks. This could be linked to topics or from own ideas and suggestions. These ideas can also be developed using Loose Parts Play materials in the playground.



FINE MOTOR SKILLS

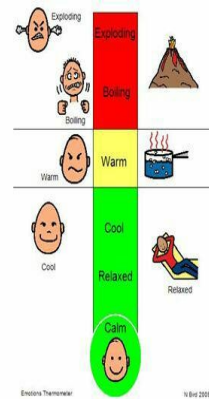
This group develops hand eye coordination, manipulation, dexterity, handwriting and could include drawing, cutting, threading, buttons, weaving crafts, paper folding-origami type tasks.



Additional Support for Learning

EMOTION TALKS

We know that children cannot learn when they are in heightened emotional states. Moreover, it is part of the Health and Wellbeing Curriculum to support children to manage their emotions and improve mental health for young people in our country. Emotion Talks supports children in communicating and dealing with their emotions in a constructive way, giving them tools for life. Emotion Talks is a resource that supports the development of children and young people's emotional understanding. Using chat boards and picture cues children are helped to recognise and understand triggers for their emotions, as well as improving their ability to talk about them they will develop strategies to deal with them appropriately.



TALK & MOVE

Children work in small groups to complete a series of fun games and activities developing listening, talking, turn taking, cooperation and social communication skills.

EAL English as an Additional Language

We value the diversity of languages and cultures at Roseburn. Bilingual and multi-ethnic children and families may be supported by an English as an additional language teacher or bilingual support assistant who speaks their home language. Translators can be organised for parent teacher consultations or child planning meetings.

Currently we have support from the EAL teacher on Tuesdays. Support from the EAL teacher includes:

- facilitating enhanced enrolment meetings for families with learners new to English
- updating EAL trackers to identify progress in English
- analysis of EAL data
- support for learners in class
- additional training & professional learning for staff
- provision of resources
- arranging bilingual support assistants
- organising translators for parent consultations



DYSLEXIA SUPPORT

The ASL teacher and a Pupil Support Assistant follow an intense programme of activities to support children with difficulties in literacy. This helps develop strategies for spelling, reading, writing and organisation.

For session 2024-25 Roseburn are part of the [Sean Connery Foundation Dyslexia](#) and Support Strategy. This L&D team provides advice, training and support in individual assessment and teaching for pupils with severe literacy difficulties and dyslexia.



Additional Support for Learning

[Additional information](#)

LITERACY SUPPORT

The ASL teacher supports both in class and with small reading, spelling and writing groups. Assessments are carried out and advice and resources are given to class teachers for children with specific difficulties. Pupil Support Assistants also support literacy work in classes.

PAIRED READING

We have volunteers from Anderson Strathearn working with children to promote reading for enjoyment. They kindly donate an hour a week, to read with children and share books, discussing characters, setting and plot. They work with older children in the library and younger children in their classrooms.

READ, WRITE, INC. Read Write Inc. (RWI) is a phonics-based programme, which helps children learn to read and write while also developing a wide range of vocabulary and encouraging a love of stories.

How will it work.

- Regular RWI lessons each week with a teacher or PSA
- Learners work with a partner
- Learners are taught to read and write the letter sounds
- Learners are taught to read and write words using 'Fred Talk'
- Regular reading of lively stories featuring words they have learned to sound out
- Lots of discussion about the stories
- Writing activities which make strong links between reading, writing, spelling and grammar
- Successes are regularly recognised and celebrated



Children can be supported at home by practising the sounds, red and green words and talking about the stories. For further information: www.ruthmiskinliteracy.com or <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

BOOK GROUP

For more able readers in P7 there is a Book Group run by the Craigmount Learning Community where books can be discussed and shared.

SOCIAL THINKING Social Thinking focuses on helping children figure out how to think in social situations. Children are taught to observe and think about their own and others' thoughts and feelings. They also learn the connection between thoughts, feelings and behaviours.

The idea is that children need to develop social "thinking" before they can use social "skills." The focus on thinking can help children understand how to interact more effectively with others.



Additional Support for Learning

Who It's For

Social Thinking is designed for ages 4 through adult. The teaching framework is geared for people with average to above average language and cognitive skills. Its concepts and strategies are used to help with:

Social learning and attention issues.

Trouble picking up on social cues such as facial expressions and body language.

Difficulty listening or working in a group.

How It Works

Typically, our groups are around 4 children (P5- P7) with weekly 45 – 60 minute group session for 6-8 weeks.

Social Thinking materials break down social concepts and so adults can convey them in ways that make sense to children. For example, children aren't simply told to "make eye contact." Instead, they learn about "thinking with your eyes"—that people's eyes are sources of information. By following someone's eyes, children can get "clues" about what that person is thinking or might do next.

Children will work on other social concepts, too. They may learn how to figure out and follow the group plan and about whether their body and brain are in sync or out of sync with the group. They may learn about making a smart guess or figuring out the "hidden rules" and what is expected or unexpected behaviour.

Once children are taught these concepts, they learn how to apply them to different situations. The programme will be delivered through direct teaching, role-play, videos and fun in the context of an encouraging group.

For more information on Social Thinking go to www.socialthinking.com

MATHS & NUMERACY SUPPORT

Pupil Support Assistants work in classes with groups of children or individuals who may need support with aspects of maths or number work. They will be using the mental agility guidelines, practical equipment and SEAL (staged early arithmetic learning) strategies or they may use the Power of 2 intervention with individuals 10mins a day.

We also have a Maths Challenge Group where more able learners in P6-7 are challenged with problem solving activities and the Scottish Maths Challenge run by Edinburgh University.

