

## SUPPORTING CHILDREN'S LEARNING

The Education Authority must identify from among the children or young people for whose school education they are responsible those who have additional support needs. Anyone working with the child or young person, including parents and young people themselves, can draw attention to the fact that difficulties with learning exist and that they may require additional support.

### ASSESSMENT

The assessment is to identify whether a child or young person has Additional Support Needs and what kind of support they require. Professionals and parents work together to identify strengths whilst taking into account needs and risks. This may include discussions with parents, child/young person, class teacher, support teacher, speech and language therapist, social worker, educational psychologist etc.

**An assessment may include observations made in class or at home during normal day to day activities. It may involve discussion around the My World Triangle tool. It may be more specialised, for example observation and evaluation of the use of strategies already in place, such as those that may have been suggested by an Educational Psychologist or Behaviour Support Teacher.**

**It is important that parents and children/young people are involved at all stages.**

### STAGED APPROACH

All children and young people need support to help them learn. Some need more support than others. Staff in Highland schools follow a Staged Approach to assessing the needs of the children and young people in their care to ensure that they receive the help they require at the time that they need it and at the level they need.

In Highland we have a policy called "The Highland Practice Model Approach to delivering *Additional Support for Learning*" which details the Staged Approach to assessing, identifying and providing for the support needs of children and young people. The stages run from simple classroom strategies to multi-agency assessments and planning. Further details can be found at :-

**[http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)**

The Staged Approach is a pathway to identify the additional educational support services needed for each individual child or young person (e.g. Educational Psychologist).

A multi-agency team approach has evolved enabling agencies such as Education, Health and Social Work to work together in line with the Highland Practice Model. All

It is important that parents/carers and children/young people are involved in this process at **all** stages so that there is a true partnership between families and services.

The Staged Approach to identifying and supporting Additional Support Needs in Highland follows a pathway which will endeavour to meet the needs of children and young people and help them overcome the barriers to their learning. Best outcomes for the children and young people are the goal. The Curriculum for Excellence provides structure for learning, teaching and assessment for all children/young people aged 3-18 years. The Staged Approach for those with additional support needs will continue taking account of this curricular framework.

- **Stage 1** Most children and young people's needs will be met at the classroom level by the class teacher's observations, assessments, differentiation and planning for her/his class as a whole, for groups and for individuals.
- **Stage 2** Where a child or young person has needs identified which cannot be met wholly by the class teacher's planning then assistance from support staff within the school will be requested. Observations and further assessment will help staff plan for and monitor how the child is achieving and overcoming the barriers to his/her learning. This plan will be recorded on a Universal Child's Plan with an educational focus.
- **Stage 3** Should a child continue to have difficulties in moving forward with his/her learning then help, advice and direct involvement may be requested from Education Services available to the school. Some of these services may be Area Support for Learning staff, English as an Additional Language, Psychological Services, Autism Outreach Advisory Teacher, Services for Hearing or Visual Impairment, Assistive Technology and Interrupted Learners/Gypsy Travellers. Help from these services would be requested at this stage, to give advice on the individual needs of the child or young person. This plan will be recorded on a Universal Child's Plan. Where the curriculum needs to be individualised an Individualised Educational Programme (IEP) may be drawn up in section 4 of the Universal Child's Plan. This will be to record his/her needs, the supports required to meet these needs, the learning outcomes and the planning needed for the programme to be as robust as possible.

### **INDIVIDUALISED EDUCATIONAL PROGRAMME (IEP)**

**Robust and effective IEPs are the key planning documents for meeting the Additional Support Needs of children and young people. Parents, children and young people should be involved in drawing up and reviewing their IEP. An IEP will be recorded in Section 4 of a Universal Child's Plan and may be part of a single agency or multi agency Child's Plan. For further details please refer to the IEP guidance on the Highland Council Support for Learning website at :-**

***[http://www.highland.gov.uk/downloads/file/228/individualised\\_educational\\_programme\\_general\\_guidance](http://www.highland.gov.uk/downloads/file/228/individualised_educational_programme_general_guidance)***

- **Stage 4** A few children and young people may need more help from wider services within Care & Learning and help from these services would be requested at this stage.

The Care and Learning Service works with others to ensure planning and assessment of every child's needs are carried out in a more joined-up approach. Getting it Right for Every Child (GIRFEC) will underpin all multi agency working. In Highland this is known as the Highland Practice Model.

This will work towards ensuring all children are **Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible and Included (SHANARI)**.

Where more than one agency is required to work together to meet a child's needs (not just educational needs) a multi-agency Universal Child's Plan will be put in place to draw all the information and contacts together, using the My World Assessment Triangle tool.

At **all** stages the involvement and agreement of parents and children and young people themselves is encouraged.

A small number of children may require a significant level of multi-agency help in addition to Education to help them access their learning, if their needs are significantly complex, are likely to last for more than a year and are proving a barrier to learning.

Some of these children and young people may need a Co-ordinated Support Plan in order to record and co-ordinate the agreed plan in place at this high level of involvement. A Co-ordinated Support Plan is a statutory document. Where there is one in place the Learning Plan from the document will also be recorded in Section 5 of the Universal Child's Plan. This will ensure that the Universal Child's Plan captures all planning processes in the one document.

For more information about a Co-ordinated Support Plan (CSP) please see Information Sheet 7.

# IDENTIFYING AND RESPONDING TO ADDITIONAL SUPPORT NEEDS

