



Supporting Learners



Millersneuk Primary School seeks to nurture the whole child by focusing on supporting and developing learners' academic skills and health and wellbeing. To achieve this, we are committed to assessing, nurturing and supporting pupils' individual strengths and barriers to learning.

GENERAL OVERVIEW

1. **Supporting Learners Meeting in August** with ASN co-ordinator to discuss the wellbeing and academic needs of the learners in your class.
2. **Pupil Support Overview** will record learners who have Universal and Targeted support in your class.
3. **Termly update** of Pupil Support Overview.
4. **Targeted Support plans updated June and Jan** through discussion with staff involved and shared with parents.
5. **Ensure information is shared** with support staff, supply staff or colleagues who are covering your class.
6. **Robust transition arrangements** ensure all support information is shared with colleagues.
7. **Identified pupils will have a Pupil Passport** which will highlight strategies to support them in class. This will be shared with all adults who work with this child.
8. **Identified pupils will benefit from a range of supports** from other agencies. This will be recorded on a **Pupil Chronology Record**
9. **Staff practice and training will reflect EDC Including Every Learner Policy.**

PUPIL SUPPORT OVERVIEW
Primary 4 – Mrs Smith – Term 1 – 2020-21

Universal Support

NAME	Barriers to Learning	Dyslexia	Reading	Spelling	Writing	Language & Communication	Social Skills	Emotional Wellbeing	Health	Mental Health	EALS	Learning Environment	Local Knowledge	PEF /S/MAD	Support/Involvement			
															Ed Psych	EST	Other	
John Smith																		
James Wilson																		
Amy Jackson																		

Targeted Support

NAME	Barriers to Learning	Dyslexia	Reading	Spelling	Writing	Language & Communication	Social Skills	Emotional Wellbeing	Health	Mental Health	EALS	Learning Environment	Local Knowledge	PEF /S/MAD	Support/Involvement			
															Ed Psych	EST	Other	
Sam Miller																		

UNIVERSAL SUPPORT

'Universal support starts with the ethos, climate and relationships within every learning environment. It is the responsibility of all practitioners to create an environment which is caring, inclusive, fair and focused on delivering learning to meet individual needs.'

Universal Support:

- Is supported through class teacher planning
- Is available to all children
- Can be short term or long term
- Can be for academic or wellbeing barriers

These barriers can be addressed through class teacher **DIFFERENTIATION**

Differentiation involves adapting learning, teaching and assessment to meet the learning needs of **individual** children. It is not a single approach but includes a number of elements, for example:

- ✓ Modifying content
- ✓ Modifying processes
- ✓ Modifying products
- ✓ Modifying learning environment

Please refer to our Universal Support Strategies for further guidance or information - See Appendix 1

TARGETED SUPPORT

Some learners with more significant barriers can benefit from additional or targeted support, tailored to their individual circumstances. These barriers to learning may arise from specific learning difficulties, disability or social, emotional or behavioural needs.

Targeted Support:

- Is supported through class teacher planning
- Can be for academic or wellbeing needs
- Elements may be delivered by staff with additional training and expertise
- Requires a Targeted Support Plan which is reviewed twice per session (Jan/June)
- Requires a 'Team around the Child' meeting 3 times in the school session (Sept/Jan/June)
- May require teacher to undertake specific professional development to develop further knowledge and skills to support child
- Adaptations require to be made through differentiation as above

Staff must address support needs/barriers to learning when planning and assessing. This should be discussed and recorded during Learning and Teaching Meetings.

CAUSE FOR CONCERN PROCEEDURE

