



Additional Support for Learning Policy

This policy was adopted at a meeting of:

Torphins Playgroup Pre-School

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On *(date)*

Signed

Designation

1. Statement of Purpose

1.1

As an early learning and childcare (ELC) setting we recognise that children should be treated as individuals and equality of opportunity should be provided for all children and families. Inclusion is an entitlement for all service users and we recognise that everyone will benefit when all children are given the same opportunities to share in the experience of the setting. The setting should provide a safe and secure environment which recognises and values diversity and ensures all children should feel a sense of belonging.

1.2

ELC provision must ensure equality of access for, and account for the varying needs of, all children. These needs can vary depending on a number of factors, including:

- Whether a child is disabled and/or has additional support needs (ASN);
- Is learning English as an additional language;
- Lives in a socio-economically deprived area;
- Is living on a low income or has challenging family circumstances.

Accessibility and inclusion are also promoted in '[Space to Grow](#)' which recognises the impact of good design principles on all children, including those with ASN and disabilities. It includes examples of space to create relaxed, calm and inclusive environments for children.

Please note that throughout this policy the term 'parents' is used to include all main caregivers.

2. **Complying with Legislation and National Guidance**

2.1

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.

2.2

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 sets out how it is everybody's responsibility to ensure that appropriate support is in place to enable all children to reach their full potential. The legislation is supported by [Supporting Children's Learning: Statutory Guidance on the Education \(Additional Support for Learning\) Act \(Scotland\) 2004 \(as amended\) Code of Practice](#). This is the third edition of the Code, published in 2017 and takes account of the amendments in the Children (Scotland) Act 2016 which extended certain rights to children aged 12 and over.

[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.

3. Needs of the Child

3.1

All children are different and have individual needs and learning styles. In order that they are all able to reach their full potential, some may require additional support. This support may be long term and/or short term. 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.

4. Role of Staff

4.1

As part of everyday practice, staff will 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 Individual Educational Plan (IEP) may be set up detailing the additional support required. These plans will help support the child's learning and development, be consistent with his or her needs, interests and stage of development and be implemented as appropriate. *(Please note that some local authorities may use different terminology.)*

4.2

A record of the child's progress will be kept, in collaboration with the parents. The content of this record is confidential. It will be shared regularly with parents, and appropriate support and guidance will be offered through parental involvement and partnership. Staff should be made aware of the relevant support services available and work collaboratively with the appropriate services to ensure the child's needs are being met.

4.3

A child may be considered for a Co-ordinated Support Plan (CSP) if they require significant additional support with their education. The CSP is an action plan that supports professionals and families to work together to help children achieve their educational targets. This plan is the only legal planning document in education.

4.4

Whilst children may not have an ISP or CSP, a Personal Plan is required for every child using a care service. Staff should be kept up to date with current legislation and attend training as appropriate.

5. Parents

5.1

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

6. How does the Additional Support for Learning Act affect your setting?

Please note: It will depend if your setting has entered into partnership with the local authority or not as to the process to be implemented in relation to supporting children with additional support needs. For further information see Appendix 1.

Torphins Playgroup Pre-School is in partnership with the local authority therefore see Appendix 1 "Voluntary Settings in Partnership with the local authority".

7. Monitoring of this Policy

It will be the responsibility of the Manager to ensure all staff, 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 all professionals visiting the setting. Monitoring of the policy will be achieved through implementation and reviews of support plans in relation to the child's goals and progress.

Appendices:

Appendix 1 - How the Additional Support for Learning Act affects your setting.

See also:

Administration of Medication Policy
Curriculum Policy
Confidentiality Policy
Equal Opportunities Policy
Promoting Positive Behaviour Policy
Responsive Care Policy
Tracking Children's Progress Policy
Transitions Policy

Links to national policy:

When reviewing your policy, please reflect on the 'Health & Social Care Standards: My support, My life' <https://www.gov.scot/publications/health-social-care-standards-support-life/> Standards 1, 2, 3, 4 and 5

Find out more:

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

Additional Support for Learning-Education Scotland
www.educationscotland.gov.uk/parentzone/additionalsupport/index.asp

ADDITIONAL SUPPORT FOR LEARNING POLICY – APPENDIX 1

How the Additional Support for Learning Act affects your setting

Voluntary settings **not in partnership** with the local authority

The Act and the code of practice recognise the importance of voluntary services and encourage local authorities to work together with voluntary settings that are supporting children and families.

- If a child requires additional support for learning and is going to be educated by the local authority, then at least six months before they start school, the authority must obtain advice and information from any person they think is appropriate, this could include staff at the child's setting.
- Disabled children under the age of three may be referred by the health sector to the local authority, to assess if they have additional support needs. The authority should seek information from any person they feel appropriate, which means that staff within the setting may be consulted as part of the assessment process.
- In the case where a child is attending a partnership nursery, as arranged with the local authority, and also going to a setting not associated with the local authority, then the setting may be consulted about their experience of working with the child as part of the assessment process undertaken by the authority. This would also be the process if the setting was to be involved in the preparation of a co-ordinated support plan.

Voluntary settings **in partnership** with the local authority

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 the setting.

Settings in partnership will be involved in all aspects of supporting children.

In the case of a dispute, staff may be invited to participate in mediation. Some partner settings may have children who require a co-ordinated support plan (CSP) and 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 to settings. It is for the authority to manage this, however settings may be involved in discussions with the authority or with parents. Settings 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, as well as whether or not a co-ordinated support plan is required. Parents also have the right to request specific types of assessment when the authority has agreed to start the assessment process. Settings in partnership should be aware of these and other new rights.