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How we support our children at Gartconner Primary

2021/22

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| **How do we support our children’s.....** | **How will the parents know or be informed?** |
| **Attainment*** Assessment, observations & learning conversations & professional dialogue inform planning.
* Planning is differentiated to ensure children are being taught at the correct level.
* Assess-evaluate-plan together-deliver.
* Small group teaching is the prominent style of teaching and a number of additional teachers and SLAs support this also.
* Success is measured and tracked.
 | * Work/homework will be sent home via Seesaw or bag dropped.
* Parent meetings
* Open afternoons
* Any issues CT will contact parent.
* Attainment is discussed and tracked at formal professional dialogue sessions with SMT.
* Attainment is moderated at least x3 yearly with colleagues.
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| **Relationship Building*** Quality transitions to P1 & S1
* Quality transitions between classes
* Quality enhanced transitions
* Regular nurturing conversations/Bubble time in class or at lunch & breaks
* Planned Play Days
* Formal & informal observations
* PATHs programme
* Additional 30 minutes to support and deepen relationships with children/parents/community
* Reading for enjoyment sessions supported by SLA
* Leadership opportunities and groups
 | * Parents will be informed via letter for transitions to S1 & P1 and any enhanced transition arrangement.
* Nurturing conversations/BT in class time will appear on universal support/action plans or parents will be informed at parents’ night.
* Parents may be informed of evaluations of observations if relevant. The professional undertaking the observation will inform parents.
* Any additional time given or planned to give will appear on a plan or be reported on at parents meeting or a report card.
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| **Wellbeing & Involvement*** x3 observations using Ferre Laevers (P1 only)
* Observation using Ferre Laever (targeted children)
* Observations are tracked, and information informs planning.
* Wellbeing wheel completed at least twice yearly.
* Wellbeing assessments completed when necessary
* Social Inclusion survey once per year
* Wellbeing activities to be planned and recorded in wellbeing jotters each term
* Wellbeing targets to be set and reviewed termly
 | * Parent meetings
* Open afternoons
* Seesaw
* Any issues CT will contact parent.
* Observations are undertaken by CT/SLA/SMT
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| **ASN (overviews)*** x1 each term
* CT/DHT/PT/NST/CA/SLA present
 | * DHT preps & leads overview sessions.
* Any issues arising through dialogue, CT will inform parent.
* Additional staffing can be agreed here to support children. (SLA/CA/NST/DHT/PT).
* CT to make parents aware if appropriate.
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| **Alternative Curriculum** * Children will be withdrawn from class into very small groups in the afternoon.
* Targeted planned interventions will be offered**.** This intervention will be measured.
* This could include additional lessons on yoga/mindfulness/sports/art/friendships/anger management/emotional regulation/construction/cooking/baking/outdoor learning
 | * This work will form part of the child’s Action Plan which parents and pupils will have opportunity to contribute to.
* These sessions are timetabled so all children have the opportunity to be involved at some point.
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| **Universal support plan**  | * Pre populated universal support plans are available. Measures to be discussed and agreed with the child.
* CT will discuss at parents’ night or invite parents into school to discuss.
* Plans will be evaluated regularly and amended.
* When targets have been achieved support plan will revert back to differentiated group planning and monitored.
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| **PSG*** x6 at least
* DHT/NST/S&L/EP present
 | * DHT preps & leads PSG sessions.

***\*Parents’ permission must be sought and given. \**** |
| **Wellbeing Assessment** * Wellbeing Wheel twice yearly (at least)
 | * CT/DHT invites parent and pupils to discuss, contribute and agree.
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| **Action Plan** | * DHT supports the creation of all Action Plans.
* All involved professionals, the parents and the child must contribute to this plan.
* Plans will be regularly evaluated and amended accordingly. When targets have been successfully achieved Action Plans will revert back to Universal Support Plans.
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| **Pupil Management Plan**  | * DHT supports the creation of these plans.
* These plans are reviewed monthly and are the highest level of support available within mainstream schools.
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| **Request for Assistance**  | * DHT prepares paperwork for request.
* CTs complete any questionnaires/forms required from other agencies after request has been granted.

***\*Parents’ permission must be sought and given. \**** |
| **TAC meetings/Transition & enhanced transition/wellbeing meetings**  | * DHT will invite all relevant people to each meeting.
* DHT will prep and lead these meetings.
* A minute of each meeting will be provided.
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| **Coordinated Support Plan** | CSP is required when: * there are complex or multiple factors that adversely and significantly affect their school education,
* the child has needs that are likely to last for more than a year,
* they need significant additional support from the local authority and another department of the local authority (such as social work services), or another agency (such as health boards, career services, colleges or universities), or both, to reach their educational goals.
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| **\*Child Protection** | Any CP issues go directly to HT or DHT is his/her absence.**\**Parental consent is not required. \**** |