



Additional Support for Learning

We recognise that children should be treated as individuals. Inclusion is an 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.

We 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.

Complying with Legislation and National Guidance

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.

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.

Needs of the Child

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.

Role of Staff

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, a Care Plan (CP) may be set up detailing the additional support required. These plans will help support the child's learning and development, be consistent with their needs, interests and stage of development and be implemented as appropriate.

A record of the child's progress will be kept, in collaboration with the parents/carers. The content of this record is confidential. It will be shared regularly with parents/carers, and appropriate support and guidance will be offered through parental/carer 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.

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.

Whilst children may not have a CP or CSP, a Learning Journal is required for every child using a care service.

Staff should be kept up to date with current legislation and attend training as appropriate.

Parents/Carers

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

Additional Support for Learning and Little Rookies

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 us.

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/carers of children with additional support for learning needs the right to make a placing request to settings. It is for the Local Authority (LA) to manage this, however we may be involved in discussions with the LA or with parents/carers.

Other parental/carer 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/carers also have the right to request specific types of assessment when the LA has agreed to start the assessment process.