



## Support for Learning Policy

Cargilfield is committed to meeting the needs of all pupils. This includes those pupils with additional support needs, where reasonable adjustments within the scope of the School's available resources are possible. Reference to parents in this policy included carers and other adults with responsibility for pupils at the School.

### Aims

The Support for Learning department encourages and promotes learning and achievement through:

- Supporting all pupils in an inclusive and an individual manner.
- Effective lines of communication with staff and parents of pupils with additional support for learning needs.

The Support for Learning department policy is set out as follows. These objectives are in line with *GIRFEC, the Education (Additional Support for Learning) (Scotland) Act 2004 and 2009, Education (Additional Support for Learning) (Scotland) Act 2004 and 2010 Code of Practice, the Equality Act 2010, The Education (Scotland Act) 2016, Included, Engaged and Involved (Parts 1, 2 and 3) and the City of Edinburgh Council 'In on the Act' guidance for staff.*

Staff within the Support for Learning department work with pupils who have additional support needs (ASN). This may include pupils working above or below expected ability ranges, supporting mental health and wellbeing, supporting social and emotional development, co-ordinating health and disability needs and preparing pupils for a smooth transition to senior school. Should an ASN arise from medical intervention, SFL staff will refer and work in partnership with the school nurse to ensure needs are addressed.

Additionally, SFL will work with staff, parents and outside agencies to anticipate and meet learners' needs in the following ways:

### Pupils

- To support learning and enable all pupils to achieve their full potential in the goals they and the school have set.
- To encourage learners' self-confidence and self-esteem.
- To develop a positive learning environment; promoting positive behaviour and positive relationships.

- To ensure learners' expectations are realistic and to increase their motivation.
- To ensure ongoing monitoring and evaluation of progress of individual learning outcomes.
- To ensure access to an appropriate curriculum.
- To ensure appropriate examination support, including implementing agreed recommendations by outside assessors and agencies.
- To support parents to access the most appropriate senior school for their child.

#### Staff

- To ensure that appropriate provision is made in all subject areas for those with additional support needs.
- To develop the expertise and skills of teaching and support staff in the area of additional support needs.
- To operate within the whole school as a resource to support pupils' learning.
- To offer advice and support.
- To ensure staff are aware of all additional needs and diagnoses.
- To facilitate whole school standardised testing, in order to effectively track progress and highlight areas of difficulty or need.

#### Parents

- To ensure ongoing partnership with parents through collaborative working and to offer advice and support to all.
- To provide a communication link between home and school with regards to pupils with additional individual support needs.
- To support, guide and advise parents throughout any external assessment processes.

#### Outside Agencies

- To organise the involvement of outside agencies.
- To work collaboratively with outside agencies to meet the needs of individual pupils.

### **The Roles of the Support for Learning Teacher**

There are three part-time members of teaching staff in the Support for Learning Department. Megan Collier (Head of Department, Upper School and Pre-Prep), Nicola Lyell (Upper School -Literacy support), Fiona Macmillan (Upper School-Maths support, Exam and senior school preparation). Their work is also supported by Teacher Assistants in Pre-Prep and Graduate Assistants and GAPs throughout the School.

#### **1 Consultation**

Consultation between SFL and teachers may occur formally or informally as the need arises. Highlighting concerns may lead to: a formal referral; discussing teaching approaches;

differentiation approaches; and preparation of resources to support children within the classroom. This should be sufficient to meet the needs of most pupils with ASN.

## **2 In-class Support**

In-class support takes place in English and Mathematics and also in other subjects as required. This allows pupils with ASN to gain full access to the curriculum within the classroom setting. It also allows SFL staff to provide responsive support for all pupils within a classroom.

## **3 Direct Teaching**

In consultation with teachers and parents, an individual or small group of pupils may be withdrawn from class for targeted support. From Form 6 onwards, there may be an option for pupils to be withdrawn from specific lessons, in order to receive additional Support for Learning lessons; this arrangement is by prior agreement with the Headmaster and parents. As agreed by the Headmaster, pupils may also be excused from particular activities to attend Support for Learning sessions.

## **4 SFL Liaison**

SFL teachers liaise directly with parents, outside agencies and senior schools. The Support for Learning department works with staff to ensure they are fully aware of their responsibilities in identifying and supporting pupils with ASN. SFL staff provide, both formally and informally, details of pupils with ASN and information on strategies and teaching approaches. A comprehensive list of children with ASN, along with testing results, is kept updated by SFL staff. This list is available to all staff via the staff shared area on the school network, along with information on specific learning difficulties. Suggestions for techniques and approaches for supporting successful teaching and learning in the classroom can also be found there. Regular INSET sessions are held to update staff on pupils' Additional Support Needs and to support staff in developing their own expertise in this area. In many cases SFL staff will engage with a child's senior school to facilitate an effective transition process.

## **5 Examinations**

The school follows the JCQ guidelines with regard to individual access arrangements for examinations. Pupils with ASN do not automatically qualify for these. Pupils who qualify will be given the opportunity to use these arrangements in Forms 7 and 8 examinations. They will receive training from the SFL department on how best to utilise their access arrangements. We would not normally put these arrangements in place in form 6 exams as we are generally still building evidence of need at this stage although we will always review each case on its merit.

Where appropriate and backed by evidence of need (usually three or more standardised scores of below 84 from a qualifying professional body), access arrangements could include:

alternative small group setting, use of a scribe, use of a laptop, use of a reader or reader pen or prompts from staff to maintain focus and attention.

SFL staff may assist subject teachers in modifying examination papers if required. They also have the responsibility for arranging the individual access arrangements, as per any professional outside agency recommendations. Special Educational Needs and Disability (SEND) Reports are submitted to senior schools at the relevant time and in consultation with the Headmaster and the Academic Deputy Head.

### **Additional Support Needs: Identification, Assessment and Provision of Needs**

In order to ensure that teaching meets the needs of each learner, our aim is to identify any additional support needs at the earliest possible stage, thereby preventing or minimising any barriers to learning that may be experienced. Our SFL teachers work across P2-P3 and the Upper School to support this.

The teaching of all pupils is the responsibility of the class/subject teacher. They have a responsibility to make reasonable adjustments and apply appropriate differentiation strategies. SFL staff provide support and advice with this. All teachers have regular training during INSET days to support their expertise to adapt their classrooms appropriately.

Support within the Pre-Prep follows a slightly different model to the Upper School in that the process of referral is more informal and guidance based. Support in P2 is largely delivered through pupils getting to know Support for Learning staff and for staff to explore areas of potential additional support needs. In P3 this support becomes more individualised and focused on early intervention of specific needs. Communication with parents is largely through the class teacher, with specific guidance from Support for Learning staff. Support for Learning may be more formally involved in communication with parents when a specific need is identified which needs further support.

A formal written referral to the SFL department should be made by staff when:

- Pupils not making expected progress despite receiving high-quality teaching differentiated to the pupil's specific needs
- Evidence shows a lack of expected progress despite targeted interventions being implemented
- A pupil continuing to face challenges in specific areas such as literacy skills, numeracy skills, social and emotional development or behavioural difficulties.
- Staff are concerned about the mental health and wellbeing of a pupil.

Staff can make use of Education Scotland's Circle document – Classroom participation scale to help identify areas where potential additional support may be needed.

In the above circumstances it is important that there is collaboration between staff and the SFL department to determine next steps of action which may include additional internal assessments following parental consent and communication. During this process the pupil's voice should be gathered and considered.

It should be noted that in the case of Care Experienced Children, every Care Experienced Child is assumed to have an additional support need, until it is established otherwise. When a care-experienced pupil joins the school (or becomes a care-experienced pupil during their time at the school) the SFL department will make immediate contact with the relevant local authority to obtain background information and identify specific support requirements. The pupil will be added to the SFL monitoring register, and a Pupil Support Plan, detailing appropriate strategies, will be disseminated to relevant staff members.

## Referral to Learning Support

(This model follows the best practice approach to staged intervention)

Initial discussion between class teacher/Form tutor, subject teacher and SFL teacher, following concerns of a pupil not responding to appropriate teacher support or differentiation.



An official referral form is completed by class or subject teacher and SFL teacher and Head of SFL are informed.



The class teacher/Form tutor will work together with the SFL team to inform parents, permission for any internal assessments should, also, be acquired. Following an assessment of wellbeing the pupil will be involved at this point. Internal or external assessment takes place (if appropriate).



Results are communicated to the parents, class teacher/Form tutor and relevant subject teachers to discuss results and agree subsequent actions.



The details of the pupil's support will be added to their chronology.  
The ASN list and caseload will be updated.  
The need for a summary IEP will be considered.



Appropriate action or support put in place to ensure barriers to learning are overcome. This may take the form of in-class, small group or one-to-one support.

When a pupil is officially referred, the SFL staff will begin the assessment process. This may include: observation; a review of performance in lessons, tests and exams; liaison with

teachers and parents; and if necessary, testing to determine the areas of strength and areas which may require extra support. This will be discussed with the pupil.

The findings of the assessment will be discussed with relevant staff and parents. The results may indicate the need for further investigation. In some cases, the pupil may, with the agreement of parents, be referred for assessment by a professional agreed with the school. The cost of this is borne by the parents. Alternatively, parents may choose to access professional support through their GP and NHS services. It is essential that any external professional consult with the SFL department and take opportunities to review class work and observe a child within the school environment.

Alongside the referral process, SFL will also carry out continuous assessment to ensure potential concerns are flagged throughout the school year.

When reviewing an assessment of need, following a concern raised, SFL will use the 'SHANARRI' wellbeing indicators, the 'My world triangle' risk indicators and the 'Resilience / vulnerability matrix' to guide their decisions.

### **The Support for Learning Shared Area**

The All Staff section of the Support for Learning folder in the Staff shared area is where all the relevant information is stored. This includes: the ASN list; Differentiation advice; the SFL Policy; referrals; testing results; and pupil files, including individual chronologies.

### **Individual Education Plans**

An Individual Education Plan (IEP) is a written plan that highlights concerns raised following an assessment by an agreed outside agency. This plan details the pupil's diagnosis as well as their strengths and suggests possible support strategies. The SFL department is responsible for completing and keeping pupil IEPs up to date. These are available for staff to view which will assist them with their curriculum planning, pastoral care and ongoing monitoring of health and wellbeing. They are stored in the Support for Learning shared area. The IEP is reviewed and updated on an ongoing basis as required.

In the majority of cases a IEP summary will be suffice to ensure provision of care. In the case of complex needs, which can be addressed by the school as a singular entity, a detailed IEP may be used. All targets will be SMART; specific, measurable, attainable, relevant and timed.

Should a pupil's needs to deemed be complex and requiring the support of multiple practitioners or agencies, a Child care plan or Co-ordinated Support Plan may be written. In this case, a lead professional will be chosen who will be an agreed, identified person within the network of practitioners and who will take on the greatest responsibility in co-ordinating and reviewing the child's plan.

Every Child care plan or Co-ordinated support plan must–

- (a) be in the form set out in the Schedule to the Statutory Guidance to Supporting Children’s Learning ( Additional Support Learning Scotland) or a form substantially to the same effect;
- (b) contain information on–
  - (i) the name, address, contact telephone number, date of birth, gender, preferred language or form of communication, school currently attended and date of entry to that school of the child or young person to whom the plan relates;
  - (ii) the name, address, contact telephone number and relationship to the child or young person to whom the plan relates of each parent and that parent's preferred language or form of communication;
  - (iii) a profile of the skills and capabilities of, and any other relevant information relating to the child or young person;
  - (iv) any views on the plan expressed by the child or young person and by a parent of the child;
  - (v) the review timetable for the plan in accordance with the provisions of section 10 of the Act; and
- (c) be dated and signed by a duly authorised officer of the education authority.

All IEPs, plans or Child care plans or Coordinated Support plans may be made available to a parent upon request.

### **Planning**

Plans are developed for each pupil individually and revised on a termly basis, and often more frequently. Plans for children who receive individual support from SFL will vary from term to term, building on what has been previously taught and learned. SFL staff will also ensure all pupil’s chronologies are kept up to date and all documentation and reports or assessments are filed on the school’s server.

Pupils receiving direct support from SFL will have a smart target every term which they are working towards. The child’s voice should will be included.

Support and interventions will be evaluated on a termly basis. To evaluate the progress and impact of support interventions, the SFL department will:

- Engage in staff meetings: participate in regular staff discussions to review and analyse pupils' classroom progress, identify those making expected gains, and pinpoint individuals or groups facing learning challenges.
- Transition meetings: participate in end of year transition meetings in order to evaluate year long progress following the introduction of support.
- Collaborate closely with teaching staff: maintain open communication with teachers to gather qualitative insights into observed barriers to learning, ensuring a comprehensive understanding of each pupil's needs.
- Meet and collaborate with Senior Management: meet regularly with the Deputy Head (Academic) and the Head to plan for current and upcoming support needs.
- Utilise standardised assessment tools: implement reliable and valid standardised assessments to quantitatively measure student progress, facilitating data-driven decisions regarding the continuation or adjustment of interventions.
- Regularly review exam and class test results: in Forms 6, 7 and 8, exam results and class test results can also be used to determine the effectiveness of intervention.

## **Reporting**

Good communication between home and school is considered essential to ensure the needs of pupils are fully met.

As part of the usual reporting process, full written reports are provided for parents in the summer terms. SFL staff meet parents at the parent/teacher meetings which are spread throughout the year. SFL staff keep in close contact with parents at all times through email and informal meetings and conversations.

## **Admissions and Ongoing Pupil Tracking**

Pupils wishing to join the school, from Nursery to Form 8, undergo an assessment which is often carried out by SFL staff and reports are sought from the current Nursery or School. The offer of a place is partly, but not completely, determined by the information provided in these.

From entry into Cargilfield, pupil progress is tracked and monitored both formally and informally. The SFL department are responsible for the ongoing formal tracking of pupil progress. The tracking will include:

- Standardised testing across literacy, numeracy and developed ability which is used P1 (summer), P3(summer), F4 (Summer), F6 (Autumn) F7( Autumn)
- The Single Word Spelling Test (SWST) which is carried out annually from P2 to F7.
- Accelerated Reader data and Star Reader assessments from P3.
- Feedback about children at staff meetings.
- Regular review of exams from forms 6-8.
- Monitoring of any wellbeing concerns.

Results from all standardised tests are tracked from year to year and evaluated and shared with the Headmaster, class/Form teacher, subject teachers and SFL staff. Further action is taken by SFL if required.

Pupil's on the SFL caseload will have a chronology created for them. This will be following them throughout their schooling career at Cargilfield and the information on this may be given to senior schools upon request and with permission from the pupil's parents or carers. These will include details of cause of concerns, intervention provided and will detail their GIRFEC level of need as followed below.

### **Level 1 – Universal Support**

This level involves classroom and whole-school support provided to all pupils. It includes monitoring each child's academic progress and overall wellbeing, delivering high-quality, differentiated teaching materials, and regularly reviewing school structures and routines to ensure effective inclusion.

### **Level 2 – Targeted Internal Support (Support for Learning Department)**

At this stage, pupils receive additional support tailored to their individual needs from the Support for Learning (SfL) department. Depending on the required level of intervention, an

Individual Education Plan (IEP) may be implemented. All pupils receiving Level 2 support will be working towards a specific SMART target.

#### Level 3 – External or Multi-Agency Support

When a pupil's needs exceed the resources or capacity of the school, external support may be recommended. This could involve referrals to NHS services or private providers. Pupils who are care-experienced also fall within this level, as their support typically requires coordinated involvement from external agencies.

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