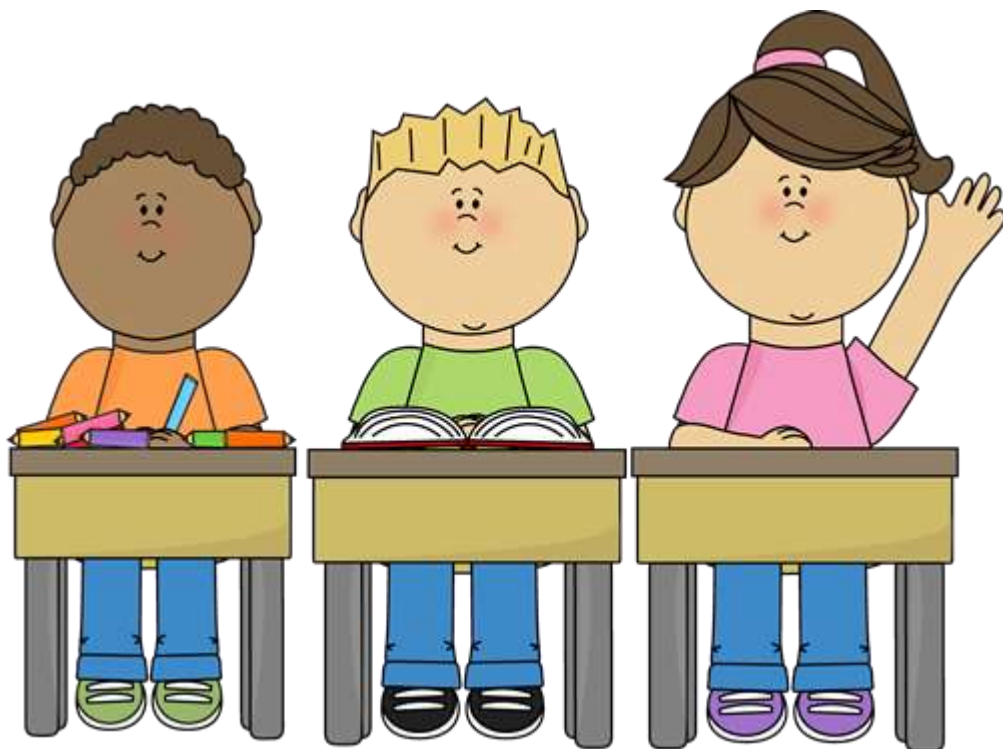




Wester Cleddens Primary



Parent Guide to Universal and Targeted Support

August 2020



Dear Parent/Carer

We have created this short guide about 'Universal' and 'Targeted Support' to inform you about the range of support in place at Wester Cleddens Primary.

Throughout your child's time at school there may be occasions where your child will receive some additional support within class or within the school at different times. This support may range from some additional reading time with the class teacher or a member of our support staff team, to adapting resources or providing your child with additional time to complete activities, or having other agencies involved, for example our Educational Support Teacher, Educational Psychologists and/or Speech and Language Therapists. There is a wide range of the different types and forms of support available and these will be discussed throughout this guide and explained why these would be put in place.

If your child is requiring any additional support within class, this will be discussed with you, either with the class teacher or a member of the Senior Leadership Team (either Mrs Kynigos (HT) or Mrs Kelly (DHT)) or both.

Your child is at the heart of all support put in place and their views are sought continually throughout their time at school and during the support process.

If you have any further questions after reading this guide, please do not hesitate to contact Mrs Kelly.

Kind regards

Mrs Kynigos (HT) and Mrs Kelly (DHT)

Senior Leadership Team



What is Universal Support?

- Sometimes, for a variety of different reasons, children may require some additional support within class and school to ensure that they are achieving success and making progress with their learning.
- Support may also be in place to support your child's health and wellbeing in school as well. If children are happy and can recognise their achievements the more they will be motivated to learn.
- Universal Support may be in place for either a short-term period or over a longer period of time. The aim of Universal Support is not how long it is in place for, but more that whatever the support may be, it is having a positive effect on removing barriers to your child's learning or wellbeing.



Examples of when Universal Support may be in place (please note this is not an exhaustive list and there are many different factors that give rise to some additional support being place):

- Your child is finding it difficult to hold their pencil.
- Your child has broken their arm or leg and adaptations to the learning environment or completing work will need to be put in place.
- Your child is a highly able pupil and may require additional challenge.
- Your child has English as an Additional Language and would benefit from some adaptations to their work and some additional support with acquiring words in English.
- Your child has had a period of absence from school and requires some extra time to keep on track with their learning.
- Your child would benefit from some extra opportunities to practice words introduced, as they are finding some of them a bit tricky or your child would benefit from additional opportunities to read aloud to help develop their fluency.
- Your child has recently suffered a bereavement within the family and we need to ensure that their wellbeing needs are being met within school.



Examples of Universal Support

<p>Extra fine motor activities in place in school and at home to support writing development. Pencil grip being used in class. Additional letter formation activities.</p>	<p>Rapid Readers being used 3 times weekly to further support fluency of reading and comprehension skills.</p>	<p>5 Minute Box – a spelling resource used as a daily 5-10 minute 1:1 lesson with one of our Support Staff members to develop spelling skills further.</p>
<p>Daily Maths Intervention led by our Support Staff. This may take many different forms. Usually sessions last 10 minutes and children may work as a group or 1:1 focussing on developing a wide variety of maths skills further.</p>	<p>Daily Reading Intervention led by our Support Staff. This may take many different forms. For example, it may be practising individual sounds, or sight words or it may be to hear your child individually or as part of a group read in addition to the reading taking place in class on a daily basis.</p>	<p>Opportunities to work in different learning environments.</p>
<p>Touch Typing introduced to develop your child's typing skills should they require ICT to access the curriculum on a more frequent basis.</p>	<p>Use of ICT resources to support learning further, e.g. Word Talk, using microphones to record writing ideas.</p>	<p>Providing additional time to complete tasks set.</p>
<p>Providing different activities to complete.</p>	<p>Providing different ways to complete a task. This may be that your child is given different resources to help complete a task.</p>	<p>Providing manipulatives (e.g. cubes, calculators, counting teddies etc.) to complete activities.</p>



What can I do to help?

- If Universal Support is in place for your child, your child's class teacher would normally discuss strategies and/or resources used in school and how these can be used at home to support further progress.
- There are occasions where an Education Support Teacher may also meet with parents, alongside Mrs Kelly (DHT) and the class teacher to discuss resources that may be of use for child and what support is in place in more detail.



How will the Universal Support in place for my child be monitored?

- At Wester Cleddens Primary School, we have a robust tracking and monitoring system in place. The Senior Leadership Team meet with Teaching and Support Staff throughout the session to discuss all children's progress, strengths and areas for development. The children are also involved in this process through discussion within class, including setting their own Numeracy, Literacy and Health and Wellbeing targets.
- In addition to this, we look to see if the Universal Support in place has helped to address barriers to learning, whether these barriers are short or long term. We do this by looking at classwork, discussing teacher and support staff observations, discussion with the pupil and parents. There are some types of support in place where we can assess at the beginning of support being put in place, for example using a different spelling programme or resource and then add the end and see if there is an improvement. However, depending on the support it may not be possible to 'measure' the progress in this way.



- We always ask, that if you have any concerns about your child's progress or if you have any concerns regarding your child's health and wellbeing within school that you raise this with the class teacher or with Mrs Kelly (DHT). Your concerns will be discussed with you, and where appropriate, your concerns will be raised at our Pupil Support Group (PSG) Meetings.

What happens if the Universal Support in place for my child is not making the intended impact?

- Sometimes, for a variety of reasons, the Universal Support put in place may not have the expected impact on your child's progress and we need to look at what other strategies, resources or other agencies involvement would be of benefit to look at in more detail.
- Where this is the case, a 'Wellbeing Assessment' will be completed. A Wellbeing Assessment focusses on the 8 Wellbeing Indicators; Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI). A member of the Senior Leadership would normally complete a Wellbeing Assessment with a child, sometimes this may be completed with the Class Teacher. The purpose of this assessment is to identify what areas of Wellbeing need addressed to ensure barriers are removed. Parents/Carers will also be involved in this assessment as well.
- Once a 'Wellbeing Assessment' has been completed, collecting views from the child, parents and staff. The child will be discussed as a Pupil Support Group (PSG) Meeting.



What is a Pupil Support Group (PSG)?

- A Pupil Support Group consists of several professionals who all work with supporting children and young people in some form. There are usually 6 PSG meetings throughout the school year (normally 2 per term).



- At Wester Cleddens our Pupil Support Group consists of the following key members who attend all PSG Meetings:
 - Mrs Kelly (DHT/Additional Support Needs Coordinator) and/or Mrs Kynigos (HT/Child Protection/Named Person)
 - Mrs Kate Spalding (Educational Psychologist)
 - Mrs Helen Claasé (Education Support Teacher)
 - Class Teachers and Support Staff (as appropriate)
 - Mrs Mhairi Patience (Speech and Language Therapist School Link)
 - Other professionals, including the Sensory Support Team, Wellbeing Outreach Teachers, Supporting Families Team, Nursery and Secondary Staff may also attend PSGs at different times.
- All those in attendance, discuss in detail the 5 Key GIRFEC (Getting It Right For Every Child) questions:
 1. What is getting in the way of this child or young person's well-being?
 2. Do I have all the information I need to help this child or young person?
 3. What can I do now to help this child or young person?
 4. What can my agency do to help this child or young person?
 5. What additional help, if any, may be needed from others?

- All information gathered, disclosed and/or discussed at a PSG Meeting is regarded as confidential and discussed in line with East Dunbartonshire Council Policy.



- In addition to discussing individual pupils, the group may consider issues raised of a more general nature that relate to a number of pupils within the school.
- Following a PSG meeting, if it is felt that further support should be in place, which may or may not require input from other agencies, the parents would be contacted and this would be discussed in detail with the parents/carers. If specific actions are to be put in place, including accessing other resources within the authority, e.g. Educational Psychology involvement, Wellbeing Outreach Support, ICT assessment from Microtechnology Teacher, then your child would be receiving what is known as Targeted Support.



What is Targeted Support?

- Targeted Support is place when your child may require support from other agencies within the authority. Any child who receives 'targeted support' will have an Action Plan.
- An Action Plan is a plan which is created with the child, parents, teaching staff, support staff and other professionals involved in supporting your child. The plan consists of different actions that will be put in place to help support your child achieve agreed targets set.
- If your child is on an Action Plan, you will be invited to attend 'Team Around the Child' meetings throughout the school session. Your child is also invited to attend these meetings. The meetings are an opportunity for all those involved in supporting your child to discuss progress made and next steps.
- Your child may be on Action Plan for a couple of months – to a year or sometimes longer. Action Plans may be closed for a year or more and then reopened again, should your child's needs change, for example, transition to secondary school.

What is Targeted Intervention?

- On some occasions, there may be the need for a multi-agency approach to supporting your child within school, ensuring that they can access the curriculum fully and their wellbeing needs are met.
- Targeted Intervention involves a wide range of professionals who work together to ensure that your child continues to make progress and achieve success within school. For example, there may be a Physiotherapist, Speech and Language Therapist, Audiology involvement and Occupational Therapy involvement.
- Those children who receive 'Targeted Intervention' may have a Coordinated Support Plan or a Child's Plan in place.



Where can I find further information?

Further information can be found on the websites given on the following page. However, should you have any further questions, please do not hesitate to contact the Mrs Kelly via the school office.



Website	URL	Focus
EDC Additional Support Needs	https://www.eastdunbarton.gov.uk/residents/schools-and-learning/additional-support-needs	<ul style="list-style-type: none"> All EDC Additional Support Policies are on this site (including Dyslexia and Dyscalculia Guidelines, Looked After Children Guidelines, CSP Guidelines and Partnership Learning Between Education and Speech and Language) <p><i>*Please note, there are a lot of updates currently happening in regards to policies within EDC to ensure they are in line with the Children and Young Peoples Act.</i></p>
Scottish Government	http://www.gov.scot/Topics/Education/Schools/welfare/ASL/Resources	<ul style="list-style-type: none"> The Education (Additional Support for Learning) (Scotland) Act 2004 The Education (Additional Support for Learning) (Scotland) Act 2009 Additional Support for Learning Code of Practice (2010) The Equalities Act (2010) GIRFEC framework The Children & Young People (Scotland) Act (2014)
Enquire	http://enquire.org.uk/	<ul style="list-style-type: none"> Enquire is the Scottish advice service for additional support for learning. There are sections to support schools, parents and children.
Children and Young Peoples' Commissioner Scotland	https://www.cypcs.org.uk/	<ul style="list-style-type: none"> This site is for children and young people in Scotland, their parents and the adults who work with them. The website informs children and young people about their rights, how to make their voice heard and who can help them live a safe and happy life. Further information on the CYP Act (2014)
Scotland's Anti-Bullying Website - RESPECTME	http://respectme.org.uk/	<ul style="list-style-type: none"> Respect Me has a wide range of resources to support children, young people, parents/carers and schools.
UN Rights of the Child	https://www.unicef.org/crc/	<ul style="list-style-type: none"> WCPS is a Rights Respecting School Further information available from this website
CALL Scotland	http://www.callscotland.org.uk/home	<ul style="list-style-type: none"> Website which aims to support children and young people across Scotland to overcome disability and barriers to learning.

