

Balmuidy Primary School



Including Every Learner at Balmuidy PS

Policy & Guidance

2025



[Including Every Learner in Balmuildy Primary School](#)

The following outlines the process for supporting all children's learning needs in our school. Before considering this information, it is important that you read East Dunbartonshire Council's policy on inclusion – Including Every Learner. This is available at: <https://www.eastdunbarton.gov.uk/media/ywkact2v/iel-final-version.pdf> and on our [school website](#).

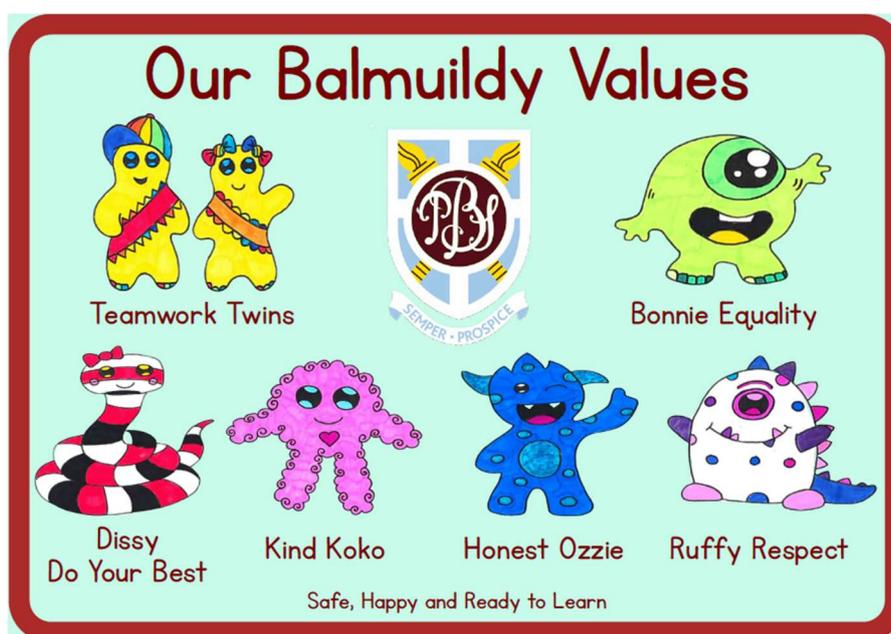
The definition of an 'additional support need' within Balmuildy Primary should be understood by all as any barrier to a child's learning. This includes short term and long-term factors due to disability or health, learning environment, family circumstances and social and emotional factors. This is in line with The Additional Support for Learning (Scotland) Act 2004, amended 2009.

'Inclusion' – The state of being included and part of something

At Balmuildy Primary School our definition of inclusion is that every child, every member of staff and every family should have what they need to support them to be fully included in all aspects of school life.

Vision, Values & Aims in Balmuildy Primary School

Balmuildy Primary School promotes highly inclusive practice to foster an ethos where children feel they belong, are listened to and they and their families are valued as members of the school community. All staff are clear about their roles and responsibilities and are supported to create environments where all children are safe and healthy, active, nurtured and achieving, respected, responsible and included. This is reflected in our School Values and Motto.



Getting It Right for Every Child in Balmuildy Primary School

Getting It Right for Every Child (GIRFEC) is the national approach to improving the wellbeing of children and young people.

Through policy and the delivery of services at both national and local level, the GIRFEC approach:

- puts the best interests of the child at the heart of decision making
- takes a holistic approach to the wellbeing of a child
- works with children, young people and their families on ways to improve wellbeing

- advocates preventative work and early intervention to support children, young people and their families
- believes professionals must work together in the best interests of the child.

The Getting It Right for Every Child practice model is now legislated through the Children and Young People's Act 2014. This legislation is based on planning for every child and a child's plan for those who require more concerted processes of support across agencies like education, health and social care.

Meeting the needs of children and young people who require additional support is the responsibility of every member of staff. This starts in the classroom with the class teacher. The five key GIRFEC questions support all practitioners, at every level, from all agencies, in their role in supporting the wellbeing of all children and young people:

- What is getting in the way of this child's or young person's wellbeing?
- Do I have all the information I need to help this child and young person?
- What can I do now to help this child and young person?
- What can my agency do to help this child and young person?
- What additional help, if any, may be needed from others?

It is vital that children/young people are identified and supported at the earliest possible stage.

Staged Intervention Processes in Balmuildy Primary School

Within Balmuildy Primary School we use East Dunbartonshire Council's Staged Intervention pathways for assessment and support to identify and assess children's learning and support needs. This ensures that children receive the right level of support to meet their needs. This approach reflects the fact that children and young people who face barriers to their learning and wellbeing require differing levels of support and intervention. Young people may move up or down this Staged Intervention framework – based on the review of assessment and support provided.

Pupils are offered support at three levels as part of Staged Intervention:

- Universal Support
- Universal Support plus targeted support
- Universal Support plus multi-agency support

Where a learner is found to be requiring additional support in learning or wellbeing, school staff would work collaboratively to identify barriers to learning and levels of support required.

Pupils may be discussed at Pupil Support Group (PSG) meetings, the focus of these meetings are centred on the individual's needs. These meetings normally involve the Support for Learning Coordinators within the school, who at Balmuildy PS are the Depute Headteachers, and our link Educational Psychologist. There may be other agencies involved as the school deems necessary and according to the needs of the individual. This group meets six times per year and focuses on specific needs for individuals, groups or through a thematic approach to enhance skills for all learners. Schools use the PSG to seek consultation and advice on how the learner is progressing within the curriculum. There is a focus on strategies already in place to support the learner through differentiation of the curriculum. This involves details about modifications to the learning environment and adaptations to the curriculum (specified in terms of course content, pace of learning or the final learning outcome) to remove barriers to learning. Discussion at the PSG may lead to referral to another agency and the completion of a target based Action Plan and SHANARRI assessment or

consideration of a Co-ordinated Support Plan. There may also be consideration of a referral to specialist provision (Tier 2 & 3 provision) and this would require a Collaborative Assessment Report to be created and associated paperwork is put forward to the Locality Liaison Group (LLG) for consideration.

At all the stages outlined above parents/carers are central to the decision making process. For children who have Action Plans and Educational Psychology involvement, Team Around the Child meetings take place which involve parents/carers and professionals. This ensures a regular review, assessment and monitoring of progress to safeguard a proportionate and effective approach to additional support planning. At all stages transition, collaboration and communication are key to successful progress.

Yearly Overview of Staged Intervention Processes

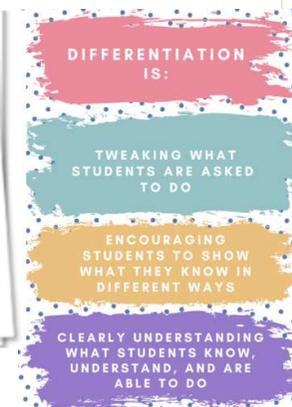
Frequency/Date	Activity
Termly	Universal Support Overview reviewed and updated by teachers
Six Times a Year	Pupil Support Group (PSG) Meetings Support for Learning Coordinators (Depute Headteachers) and school's link Educational Psychologist meet together to discuss individuals and groups and seek advice around supports and next steps.
Twice a Year <i>October and March</i>	Parent/Carers' Evening An opportunity to get a progress update with the class teacher. <i>At times, this meeting may be replaced by the Team Around the Child meeting.</i>
Twice a Year <i>October/Nov March/April</i>	<ul style="list-style-type: none"> • Action Plan reviewed at Team Around the Child (TAC) Meeting • New targets set (if needed) • Updated Action Plan and Minutes from TAC Meeting sent home <p><i>Please note, for some children who are in a settled period of their development, TACs and Action Plan reviews may be reduced where appropriate. This will be discussed and agreed with parents/carers.</i></p>
June	Transition <ul style="list-style-type: none"> • Universal Support Overview updated and passed onto next teacher • Evaluation of Action Plan targets • Opportunity for class teacher to pass on key information about children and discuss next steps for August of next session

Below are definitions of each stage of intervention and examples of the processes within:

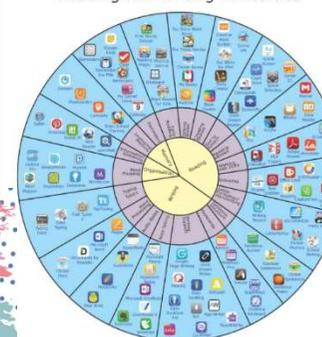
Universal Approaches at Balmuidy Primary School

Our Teachers and support staff provide a range of support for all pupils to ensure that they are able to engage, making progress in their learning and are able to thrive in an environment which is nurturing and appropriately challenging. We have a range of whole school and class level universal support systems and policies which includes:

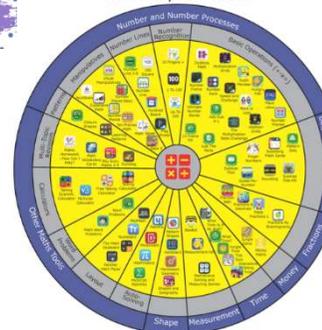
- ✚ Values Embedded into the life of the school
- ✚ Certificates linked to School Values which are presented at House Assemblies
- ✚ Rights Respecting Schools Approach with Class Charters linked to UNCRC articles, and rights recognised across the curriculum
- ✚ Pupil Voice Leadership Groups
- ✚ Quiet space available in classrooms and at break and lunch time for pupils on a drop in basis
- ✚ Nurture and Trauma Informed Practice
- ✚ Health and Wellbeing Tracking – pupil questionnaire and wellbeing discussions against SHANARRI indicators
- ✚ Class Daily check ins
- ✚ Visual Timetables – class and individual – First and Then or Now and Next
- ✚ Visuals to support communication
- ✚ Calm Kits in every classroom
- ✚ Environmental adaptations- seating and positioning, visuals, presentation of work
- ✚ Differentiated learning activities
- ✚ Pupil responsibilities
- ✚ Outdoor Learning
- ✚ Learner Conversations
- ✚ Ongoing staff CLPL
- ✚ Support from Class Teacher/Educational Support Teacher/Support for Learning Worker
- ✚ Monitoring of progress over time
- ✚ Overlearning/repetition
- ✚ Use of technology to support learning – eg. Clicker 7, Book Creator, Talk to Text, Immersive Reader etc
- ✚ Concrete, Pictorial and Abstract resources in Numeracy



iPad Apps for Learners with Dyslexia/ Reading and Writing Difficulties



iPad Apps for Learners with Dyscalculia/ Numeracy Difficulties



Please note, this is not an exhaustive list of supports and supports may vary from pupil to pupil.

Individual Support Planning

Pupils learning gaps are identified through robust diagnostic and ongoing teacher assessment. Appropriate interventions are identified, including a range of differentiated programmes of work in class supported by the class teacher and or Support for Learning Worker.

Group Support Planning

Class Teachers, Educational Support Teachers and Support for Learning Assistants may work with small groups of children to support their literacy, numeracy or health and wellbeing. Clear aims for these interventions are identified and progress of the pupil's is monitored by the adults delivering the support and class teachers are kept fully involved.

These interventions may include:

5 Minute Box Literacy – Individual one to one support for pupils who require support with developing early literacy and phonics skills through multi-sensory activities

5 Minute Box Numeracy - Individual one to one support for pupils who require support with early number recognition, counting principles and number bonds

Plus 1 and Power of 2 - Individual one to one support for pupils who require support with counting principles, number bonds and calculations.

Maths Recovery – a bespoke programme which focuses on extending number knowledge, understanding of number concepts and mathematical strategies

Toe by Toe - Individual one to one support programme focusing on phonics based reading

PAT Spelling - Phonological Awareness Training – spelling programme focusing on regular syllable words and phonetic spelling

Doorway Online - an online spelling programme, focusing on phonemes and spelling rules

Word Wasp and Hornet – Individual resource to support learners with moderate to severe reading and spelling needs, including dyslexia. The reading and spelling skills that they deliver are not based on memory but based on language itself.

Write from the Start – A programme by Ion Teodorescu for developing handwriting through fine motor skills

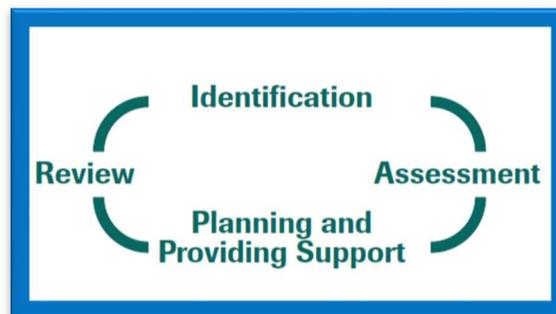
Group Targeted Literacy Support Group - focussed on targeting the different comprehension strategies P4-7

Group Targeted Numeracy Support Group - focussed on targeting the 4 operations, place value and other identified gaps in learning based around developing a range of strategies P4-7

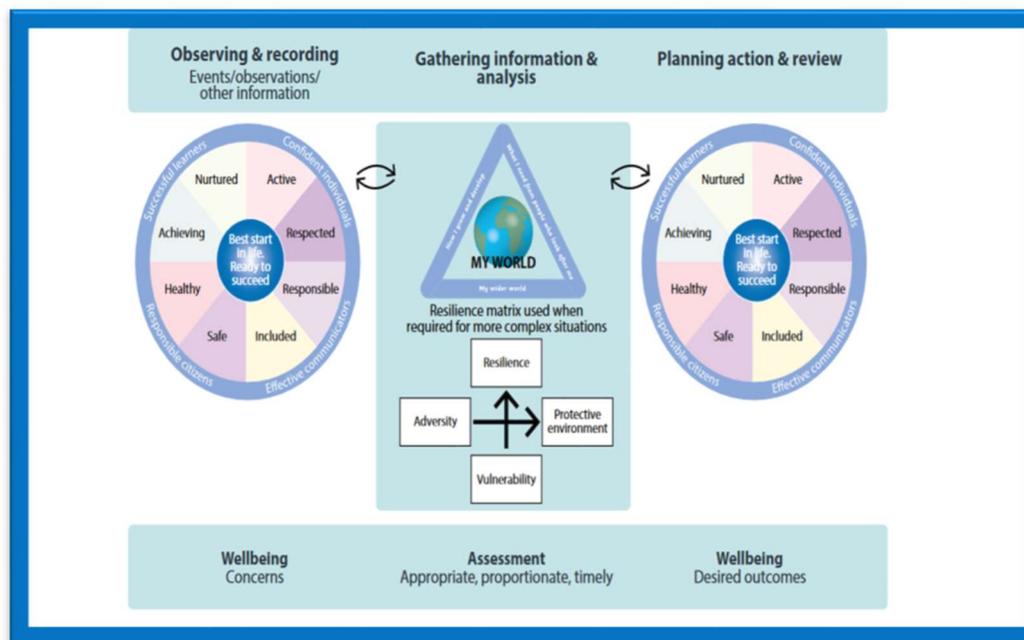
EAL Support Groups- supporting our children who are New to English and possibly new to the country

Wellbeing and Assessment Planning in Balmildy Primary School

When a child is identified as requiring targeted or multi-agency support, an Action Plan may be created. This will detail support interventions as well as roles and responsibilities of all those involved in providing support from within and/or out with education.



A child or young person's need for additional support is addressed through a cycle of identification, assessment, planning, providing support, and then reviewing the outcomes.

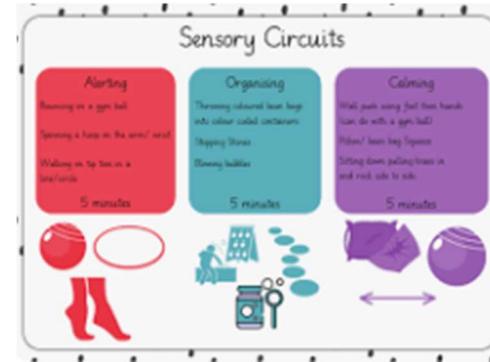


As part of this Action Plan, the National Practice Model Framework can be used to assess and monitor the child or young person's needs using the Wellbeing Indicators, My World Triangle and the Resilience Matrix.

Targeted Support at Balmuildy Primary School

An Action Plan is created in partnership with parents/carers and outside agencies where involved. Strategies and supports are identified and put in place by all staff involved. This may include:

- ✚ Visual Timetable - Individual First and Then or Now and Next
- ✚ Nurture Support – small group interventions
- ✚ Pupil Targets
- ✚ Sensory Play/Toys
- ✚ Sensory Circuits/Movement Breaks
- ✚ Outdoor play or outdoor learning
- ✚ Skills for life groups
- ✚ Cooking
- ✚ Calm Box
- ✚ Social Stories
- ✚ Talking Mats
- ✚ Individual learning programme
- ✚ Concrete materials
- ✚ Use of technology to support learning – eg.Clicker 7, Book Creator, Talk to Text, Immersive Reader etc
- ✚ Speech and Language Interventions and support
- ✚ Art/Play therapy
- ✚ Yoga
- ✚ Fiddle Toys
- ✚ Chunked up learning
- ✚ Brain breaks
- ✚ Alternative learning experiences out of school – park visits, community visits
- ✚ Partnership input: Social Work, Speech and Language, Educational Psychology, LCR Outreach, Supporting Families, School Nurse, Dietitian, Occupational Therapy, EDC Sensory Impairment Service, EAL Teachers, EDC Active Schools, Outdoor Learning Team,



Some of the assessments available to support our Staged Intervention and Additional Support Needs Planning

Literacy

- PIRA
- PM Benchmarking
- Active Literacy Phonics Assessments
- Single Word Spelling Test
- Baseline Assessments – P1
- PAST- Phonological Assessment Screening Tool
- YARC Reading Assessments
- BPVS- British Picture Vocabulary Scale
- Dyslexia Scotland Toolkit and Checklists

Numeracy

- SHM Check Ups
- Teejay End of Level Assessments
- Phase 8 Numeracy Assessments
- Sumdog Placement Assessment
- Maths Recovery Diagnostic Assessment
- Baseline Assessments – P1

Health and Wellbeing

- Assessment against SHANARRI
- EDC Health and Wellbeing Questionnaire
- Boxall Profile
- BIOS
- Leuven Scale

Developmental Assessments

- Teaching Talking
- NHSGGC Child Development Questionnaires
- Ages and Stages Questionnaires
- Pencil Grip and Control assessments

Sensory Assessments

- NHSGGC Sensory Questionnaires – Joining in with Sensory Differences

EAL Assessments

- English Language Levels Observation
- First Language Assessment

Environmental Assessments

- Circle Guidance and Checklists- Ed Scot