

Additional Support Needs Newsletter

getting
it right
for every child

Getting It Right For Every Child (GIRFEC)



GIRFEC is the national policy to help all children grow, develop and reach their full potential:

- ◆ Your child will have a named person
- ◆ Enable access to services to support your child
- ◆ You and your child will be fully involved in any decisions
- ◆ Information shared with other agencies only with your consent

The named person for your child is the Health Visitor if he or she is in nursery and the Head Teacher if they are in primary school.

As part of GIRFEC your child's teacher will talk to them about their wellbeing using the 8 wellbeing indicators:

- ◆ Safe
- ◆ Healthy
- ◆ Achieving
- ◆ Nurtured
- ◆ Active
- ◆ Respected
- ◆ Responsible
- ◆ Included

The children will talk about how they feel about each of these areas with regard to home and school, for example, they may say that they are included at home because the family go on visits together and they may say they are included in school because they are part of an afterschool club or a forum. Discussing these wellbeing indicators helps your child to develop their wellbeing and general health.

If you would like more information about GIRFEC then you can look at the following websites:

www.girfecinlanarkshire.co.uk/
www.scotland.gov.uk/gettingitright

An information leaflet for parents and carers is also available from school if you would like one. This leaflet is given out at the June talk for parents of new P1 children when GIRFEC is explained.

Achieved Rights Respecting School Award

June 2010



Achieved Fairtrade School Award

June 2010



Achieved Gold Health Promoting School Award

June 2007

and

Achieved Health Promoting

Nursery Gold Award



NEED TO CONTACT SOMEONE OR MAKE A COMPLAINT?

School Contact

Head Teacher: Pamela L. Easton Principal Teacher: Sharon Alexander Office: June Clydesdale

Phone: 01555 840263

Email: office@carnwath-pri.s-lanark.sch.uk



Gail Ramsay

Parent Council Chairperson

Phone: 01555 840263 and your contact details will be passed on

Education Resources

Phone: 01698 454545



Additional Support Needs

Many children go through school with no problems but some children need a bit of additional support for many reasons. Some children may only need additional support for a short time, e.g. child needs more time to consolidate their learning, difficulty with a particular topic, eg fractions, recent bereavement. Other children may need additional support for a longer period of time, e.g. because they have a learning support need or a medical condition.

Additional support can be needed for all sorts of reasons some of which are listed here:

- Literacy difficulties, including dyslexia
- Numeracy difficulties
- Behavioural difficulties
- Autistic spectrum disorder diagnosis
- Medical condition, e.g. visual impairment, hearing difficulties
- ADHD (Attention Deficit Hyperactivity Disorder)
- Recent bereavement
- Children who need to be challenged in their learning

Within school we are happy to support children when we are able to do so. If we feel we do not have the expertise to fully support your child then we are always willing to make a referral to a professional who is able to advise us or to provide additional support. In order to do this we would speak to you and your child, where appropriate, to agree a suitable course of action.

If we need to seek help and guidance some of the professionals we may contact are:

Specialist Support Teacher	Kim Ross
Early Years Specialist Support Teacher	Evelyn Stewart
Educational Psychologist	Judith Dickenson
Behaviour Outreach Teacher	Catherine Sherry
Speech and Language Therapist	Annette Beat
Paediatrician	Dr Rosmairi Galloway

In order to support your child we want to work in partnership with you to determine what is best for your child and how best we can support them, and you. Your knowledge of your child and your views are very important to us. Working together with the relevant professional should help your child to develop and reach their potential. In order to ensure you are kept fully informed we will meet to discuss your child's progress when this is appropriate and will have an annual review towards the end of the year to ensure that we plan for transition to the next class.

If it is appropriate your child may have an Additional Support Plan. In Carnwath Primary School we keep these in your child's 'I Can' folder. This includes a long term plan for the year and then shorter term plans for each term. Your child and their teacher will agree targets that he or she needs to work on and how they will achieve their target. You will be asked to read the plan and sign it on a termly basis. At the end of each term the class teacher and your child will both evaluate the targets before setting them again for the following term. When your child no longer needs an 'I Can' folder we will discuss this with you and let you know our reasons for stopping it.

Carnwath Primary School has an Additional Support Needs position statement which shows clearly the process we work through when providing additional support for a child. We have a staged intervention process which allows us to:

- identify children who may need support
- assess their needs
- identify what we do to support them
- evaluate if support is working
- review what we are doing to support the child's needs

At all points in the process parents/carers will be consulted and kept informed.

At any point if a parent/carer has any concerns about their child and their learning then they are welcome to approach the class teacher or Head Teacher in order to discuss this. We will always take your concerns seriously.



Literacy Difficulties, Including Dyslexia



Children can have literacy difficulties at any point in their schooling. Some children only have such difficulties for a short time, while children who have a diagnosis of dyslexia will always find literacy harder than most children. Literacy difficulties may mean that a child finds reading, comprehension and/or writing more difficult than most children do. It may also impact on other curricular areas, e.g. maths.

As a school we assess children's phonic knowledge in Primary 1 and any children who need some extra support at this time become part of an early intervention group who get additional teaching and practice with phonics. This produces good results and can really make a difference to some children.

We also assess all children's reading and spelling annually in May. Children who have additional support needs are also assessed in January to ensure we keep up to date with how they are doing. In addition to this teachers continually assess children as they complete work within the class. All assessments are used to inform the planning and future teaching of all children.

Over the past year we have been focussing on literacy difficulties, including dyslexia. As a school we have set up a group who are working together to help improve the service we offer children who have such difficulties. The group has a few parents, a teacher and a member of support staff, as well as the Head Teacher, as members. In the future we also want to include some of the children. We meet two or three times a year to discuss the school's practice and the parents are very good at sharing their views and what they think would help all parents/carers.

In October each parent was given a questionnaire to complete at our Parent Consultation Evenings. Teachers and Support Staff were also given questionnaires. As a result of these questionnaires we have agreed a way forward.

We have produced an 'Addressing Literacy Difficulties, Including Dyslexia, in School' Position Statement. This will be available for parents to see and comment on at our March/April Parent Consultation Evenings. We have also produced a 'Literacy Homework Guide' for parents which gives useful information to help you support your child. Any strategies that are of help to a child with literacy difficulties, including dyslexia, will also be useful for a child who does not have difficulties. One of the most important things is to get your child reading something they are interested in, e.g. a book, comic, newspaper etc. Read with your child and discuss what you are reading.

We are currently in the process of buying some resources to build up a lending library of useful books for parents to borrow. We are also intending to build up a library of books and activities for children who have literacy difficulties, particularly those with dyslexia, in order to encourage them to read more and increase their reading speed and thus their comprehension.

If your child has literacy difficulties, including dyslexia, then there are a couple of websites that may help you find more information:

Dyslexia Toolkit at: www.dyslexiascotland.org.uk
www.addressingdyslexia.org

As part of our attempt to increase parental awareness of Additional Support Needs we will be providing information and will have resources for you to view at the March/April Parental Consultation Evenings. Mrs Kim Ross, Learning Support Teacher, will also be available to talk to you and answer any questions you may have. We hope this will be useful to you.

We hope to have a dyslexia awareness event prior to the summer holidays in order to make children more aware of dyslexia and the problems it can cause for some children.



Parental Views

Included below are some of the statements the school asked for comment on in our audit and some of your replies. We have also included how we are trying to improve our service.

We asked if:

Information on Additional Support Needs and staged intervention is clear and accessible.

A school statement on literacy difficulties, including dyslexia is available.

***Answers:** 77% agreed 5% disagreed 18% didn't know

You said:

Never had to access it so don't know

I have never sought this information so I am unaware of what is available

Our reply:

This newsletter aims to answer some of your questions. An information table, with members of staff available to answer questions, will be in place during the March/April Parental Consultation meetings. Your views will be welcomed regarding what is available.

We asked if:

Literacy difficulties, including dyslexia friendly good practice is in place for setting homework

You encourage your child to use strategies at home as they do in school.

***Answers:** 85% agreed 3% disagreed 13% didn't know

You said:

I have not had this information as I have/my child has not experienced this so I can neither agree nor disagree

Not sure but would imagine this to be the case

I have been told I can write out the homework answers as long as the content is my child's

Our reply:

We have created a leaflet containing homework guidance. It contains information and ideas for all parents but also specifically for parents whose child may have literacy difficulties, including dyslexia.

We asked if:

As a parent you are given opportunities to discuss your concerns at an early stage.

Your concerns as a parent are respected and acknowledged.

There is a system in place for regular sharing of information about progress, supports in place and targets.

***Answers:** 90% agreed 3% disagreed 8% didn't know

You said:

I believe if I had concerns I could talk to teacher

Excellent support

Agree - school is aware I have concerns

Again, without using this service I have not had to seek this information

Not sure

Always excellent support



Our reply:

We hope that, as a parent, if you have any concerns you will approach either your child's class teacher or the Head Teacher in order to raise these concerns with us. We always take parental concerns seriously and endeavour to allay your fears or work with you to support your child.

If we have a concern we would invite you to a meeting in order to share our concerns and work with you to support your child. If we felt it was appropriate, we would ask other relevant professionals to attend this meeting.

Parental Consultation evenings are used to share information about your child's progress. We may also organise a review meeting and/or use an 'I Can' folder to share information.

*% above may not add to 100 due to rounding



EDUCATION SERVICES
Executive Director: Jim Gilhooly
Carnwath Primary School: Head Teacher - Pamela L. Easton