

Blackhall Nursery

ADDITIONAL SUPPORT FOR LEARNING POLICY

Throughout this Policy, “the Nursery” refers to Blackhall Nursery, Ravelston Park Pavilion, Craigmock Road, Edinburgh, EH4 3RU, a community nursery working in partnership with the City of Edinburgh Council.

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SECTION 1 – ADDITIONAL SUPPORT NEEDS AND POLICY DEVELOPMENT

ADDITIONAL SUPPORT NEEDS

The following quote defines the term additional support needs. It is taken from 'Supporting Children's Learning', a Code of Practice and emphasises the wide range of factors which may rise to additional support needs.

*"The Additional Support for Learning Act introduces a new framework for supporting children and young people in their school education, and their families. This framework is based on the idea of additional support needs. This new term will apply to children **and young people** who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education. Children and young people may require additional support for a variety of reasons and may include those who:*

- *have motor or sensory impairments*
- *are being bullied*
- *are particularly able or talented*
- *have experienced a bereavement*
- *are looked after*
- *have a learning difficulty*
- *are living with parents/carers who are abusing substances*
- *are living with parent/carers who have mental health problems*
- *have English as an additional language*
- *are not attending school regularly*
- *have emotional or social difficulties*
- *are on the child protection register*
- *are young carers.*

The above list is not exhaustive, nor should it be assumed that inclusion in the list automatically implies that additional support will be necessary"

GETTING IT RIGHT FOR EVERY CHILD (GIRFEC) is a national approach focussing on parents and carers working together with agencies to take early action to support children and young people when any difficulties arise. Eight areas of wellbeing have been identified as areas in which children need to progress in order to do well now and in the future. These areas are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).

THE WIDER CONTEXT - Further information is provided in Appendix 1.

AIMS OF THE POLICY

Our aims are:

- to create a caring and supportive environment in which the emotional, social and personal development of the child can be cultivated
- to provide equality of opportunity and inclusion
- to provide a rich and stimulating environment for learning
- to provide a balanced programme of learning which takes into account individual needs and ability and which encourages each child to achieve their potential
- to provide a positive learning experience following the Curriculum for Excellence
- to allow each child to develop their own imagination
- to promote quality relationships and develop values for life
- to encourage teamwork and collaborations
- to develop our staff to promote close home, nursery and community relationships
- to ensure a high-quality service for all through a programme of self- evaluation.

MONITORING AND EVALUATION

The Nursery Manager and staff monitor and evaluate the Nursery's provision using

- How Good Is Our Early Learning and Childcare
- Realising the Ambition: Being Me
- the Curriculum for Excellence
- the City of Edinburgh Council Guidelines towards Good Practice
- the City of Edinburgh Council's Child Planning Support Materials folder designed to take forward effective planning in line with Getting It Right For every Child and the Support for Learning Act.

SECTION 2 – THE CITY OF EDINBURGH COUNCIL FRAMEWORK OF SUPPORT AND SUPPORT APPROACHES

THE CITY OF EDINBURGH FRAMEWORK FOR SUPPORT

Chapter 3 of the City of Edinburgh Guidelines 'In on the Act' outlines the Framework for Support in which the Nursery will operate in meeting additional support needs. The approach to support is illustrated through pathways as follows:

- within class
- within Nursery
- within Nursery with support from partner services and agencies

The approaches used in the Nursery through each of these pathways are as described in the following section.

SUPPORT APPROACHES IN THE NURSERY

The Nursery Manager has overall responsibility for the provision for additional support needs. All Nursery staff have responsibility for identifying and meeting needs within the class. In addition, the Additional Support for Learning (ASL) Team (see Section 3) will have a particular role supporting Nursery staff in meeting additional support needs.

Approaches within class

- observation, assessment and personal learning planning with the child
- discussion with parents/carers
- individual and small group work with the child
- review of the learning environment

Approaches within the Nursery

- preparation of an ASL Plan which will be discussed with the child's parent/carer
- following GIRFEC procedures to consider the child's wellbeing and, if required, complete an Assessment of Need. liaison with other partnership services and agencies (see Appendix 4)
- additional support planning, e.g. GIRFEC Child's Plan, Health Care Plan, Individualised Educational Programme (see Appendix 3)
- monitoring by Nursery Manager

Approaches within the Nursery with support from partner services and agencies

- identifying a Pupil Support Group (PSG) with relevant partnership services and agencies (see Appendix 4).
- arrange a Child Planning Meeting involving parents/carers and PSG
- individualised planning, e.g. Individualised Educational Programme (see Appendix 3), Co-ordinated Support Plan, etc.
- staff development.

SECTION 3 – THE ADDITIONAL SUPPORT FOR LEARNING TEAM

INTRODUCTION

All staff have a responsibility to ensure that individual children work towards achieving their full potential. In the Nursery, the ASL team will work together to support learning.

ASL Team Leader/Nursery Manager
Early Years Practitioners/Keyworkers
Learning Assistants

ROLES AND RESPONSIBILITIES IN SUPPORTING LEARNING

ASL Team Leader

- has an overview of all children with additional support needs within the Nursery and ensures their needs are met, e.g. through discussion with staff, arranging meetings, referrals, etc.
- manages the ASL team
- ensures information and individual plans are shared with and implemented by appropriate staff members and that information is shared with parents/carers regularly.
- liaises with parents/carers and partnership services and agencies.

Early Years Practitioner / Keyworker

- liaises with ASL Team Leader regarding children's development and learning
- observes and records children's development and learning
- works collaboratively with parents/carers and appropriate agencies
- works collaboratively with Learning Assistant to provide tailored learning experiences for the child and develop appropriate strategies to support the child.

Parents/Carers

Every parent/carer:

- ensures their child attends the Nursery regularly and informs the Nursery staff of reasons for absence
- shares information relevant to their child's learning and well-being with the child's keyworker and/or the Nursery Manager
- attends meetings to discuss their child's needs and progress
- attends appointments with relevant external agencies

Partner Agencies:

1. Health Visitor
2. Speech and Language Therapy (SaLT)
3. ASL Service (Audit Support; ASL Teacher)
4. Psychological Services
5. Occupational Therapy

SECTION 4 – GATHERING INFORMATION TO IDENTIFY NEEDS

IDENTIFICATION (see 'In on the Act' Chapter 2)

Children with additional support needs are identified through

- information from parents/carers
- observation and discussion within team
- reports from other partnership services and agencies
- transition information
- Up, Up and Away assessment toolkit
- Pre-referral Speech and Language toolkit

ASSESSMENT

Assessments of individual children with additional support needs are carried out through

- observation by all Nursery staff, assessment and discussion within team
- completion of the GIRFEC Assessment of Need
- reports and assessments from other partnership services and agencies (see Appendix 4). The ASL Team Leader will always ask the permission of the parents /carers before seeking advice from other partnership services and agencies (e.g. educational psychologist). The Additional Support for Learning Act gives parents/carers the right, under certain circumstances, to request a particular type of assessment. This could be an educational, psychological or medical assessment or examination. The education authority must agree to these requests unless they are considered to be unreasonable. (Parents/carers can refer to 'In on the Act – Information for the General Public' for more information).

SECTION 5 – PLANNING TO MEET ADDITIONAL SUPPORT NEEDS

Specific Plans for Children with Additional Support Needs

(see In on the Act p11-13)

INTRODUCTION

For the majority of children in the Nursery, individual needs are met in daily and weekly plans, through team discussion.

SPECIFIC PLANS FOR CHILDREN WITH ADDITIONAL SUPPORT NEEDS

Additional Support Plan (Appendix 2)

An additional Support Plan is required for any child who has needs which are additional to or otherwise different from their peers. The ASL team decides which children will benefit from having an Additional Support Plan. This plan ensures a consistency of approach and use of specific strategies by all members of staff for individual children

This plan will briefly outline the nature of the child's Additional Support Needs, the factors affecting learning, the approaches to be used and the learning outcomes to be achieved. Advice and information from other relevant partnership services and agencies may support the plan. This information is then shared with and implemented by all staff team members and the parents.

Child's Plan (see Appendix 3)

Once information has been gathered regarding the child's additional support need, a Child's Planning Meeting can be initiated which parents/carers and relevant partner services and agencies will be invited to attend. This meeting will result in the formation of a Child's Plan which will record the child's strengths, any concerns, current strategies being employed and desired outcomes/goals for the child. It will also formalise an Action Plan and set a date for a review meeting.

Individualised Educational Programme (IEP)

(see Appendix 4)

An IEP will be drawn up for children with additional support needs arising from complex factors, and who require more detailed planning and specific learning targets. It is likely that other partner services and agencies will be involved. A draft IEP should be available for discussion at the first Child Planning Meeting. Short term targets should be reviewed on a termly basis and long-term targets annually (see Appendix 3).

Health Care Plan

A Health Care Plan is drawn up for any child who:

- requires individualised care
- has a medical condition *or*
- is on medication which impacts on their day-to-day life and which requires support.

The Plan is drawn up by a health professional in consultation with the parents/carers and the community paediatrician. It is shared with all relevant staff.

Supporting Learning Profile

The Supporting Learning Profile is drawn up by an ASL teaching professional to support the functioning and achievement of a child with whom they are working. The profile will usually include only one target to be met, with a maximum of two. Information will be given on key areas for development, what the child or young person can do within this area and suggested strategies to develop this further. The ASL team ensures that the Profile is fully discussed with all staff working with the child and is passed on to future staff where necessary.

Care Plan

If a child or young person is 'looked after' or 'looked after and accommodated' they have a Care Plan which is drawn up by their social worker, in consultation with parents/ carers, Nursery staff and other significant partner services and agencies and individuals. This Plan is shared with the ASL team and other relevant members of staff.

Co-ordinated Support Plan (see 'In on the Act' Chapter 5)

The Co-ordinated Support Plan (CSP) is a statutory document that supports planning, monitoring and review of provision. This is opened for a child whose learning requires significant additional support from education and one or more agencies, usually Health or Social Work. There are two pre-conditions which must exist before the Education Authority will consider opening a plan:

- The child must be over three years of age
- The Education Authority must be responsible for providing the child's education

If the pre-conditions are met, then there are three reasons why a child would need a CSP and all three of the reasons must exist at the same time, namely:

1. The child has needs caused by complex or multiple factors
2. These needs are likely to last for more than one year
3. These needs require significant additional support from the Education Authority - and from the Education Authority exercising functions other than education of from one or more appropriate agencies.

The Nursery can initiate the process in the following ways:

- when reviewing an IEP
- at a Child Planning Meeting

Parents/carers are always invited to these meetings.

The process can also be initiated at the request of a parent/carer, or by another agency.

The education authority will decide if a CSP should be opened (after following the procedure outlined in 'In on the Act' Chapter 5) and they will finalise the CSP. The education authority will open the CSP and issue a copy to the parents/carers, the person responsible for co-ordinating the Plan and all those named in the Plan providing support.

Care Co-ordination (see 'In on the Act')

Care Co-ordination with Key Working is a model of practice which works to ensure inter-agency collaboration in the delivery of services based on the individual child's needs.

The ASL Team will adhere to the GIRFEC framework and develop a Child's Plan following a Child Planning Meeting. The Child's Plan will be shared with relevant staff team members and monitored by the Nursery Manager.

SECTION 6 – COMMUNICATION

INTRODUCTION

The following are in addition to the usual communication systems and procedures for all pupils in the Nursery.

COMMUNICATION SYSTEMS AND PROCEDURES FOR CHILDREN WITH ADDITIONAL SUPPORT NEEDS IN THE NURSERY

Within Nursery

- team meetings
- sharing IEPs, Supporting Learning Plans, Health Care Plans, etc
- liaison meetings with other partner services and agencies
- a two-way system for sharing information with part-time staff is in place
- where possible the child's keyworker/Early Years Practitioner and/or Learning Assistant will attend child planning meetings

Within Nursery and with partner services and agencies

- liaison meetings
- sharing of assessments, reports, IEPs, Supported Learning Plans, Health Care Plans, etc.

- regular Child Planning Meetings
- Early Years Practitioners work alongside Additional Support for Learning and Speech and Language Therapy staff

With parents/carers

- home/Nursery diary, where appropriate
- telephone, e-mail or letter
- informal contact
regular Child Planning Meetings to discuss progress, personal learning plans, IEP targets, etc.

With children

- personal learning planning
- ongoing discussion

SECTION 7 – INDUCTION AND TRANSITIONS

WITHIN NURSERY

- formal meeting, including parents/carers, if appropriate, to pass on reports, IEPs, other relevant information
- photo book, where appropriate

ACROSS CENTRES AND SCHOOLS

- child and parents/carers, home visiting teacher/ keyworker visit centre
- Nursery staff visit child in present setting/ liaise with key worker
- home visit, where appropriate
- pass on reports, IEPs, etc.
- invite school staff to observe child in the Nursery (at least six months prior to transition) and to child planning meetings
- Nursery staff take child to visit new setting
- Nursery staff help child to settle in new setting, where possible
- photo book, where appropriate
- transition project to primary one

SECTION 8 – STAFF DEVELOPMENT

Staff are committed to further developing their skills through relevant training. This will be achieved through Improvement Planning and Professional Development and Review and could include:

- Continuing Professional Development
- in-house development opportunities
- support from partner services and agencies
- sharing good practice within the Nursery and across the Children and Families Department
- reference to 'In on the Act', A Guide to Getting It Right for Every Child and the City of Edinburgh Council's Child Planning Support Materials folder.

APPENDICES

1. The Wider Context for developing an Additional Support for Learning Policy.
2. Additional Support Plan
3. Child's Plan
4. Individualised Educational Programme (pro forma)
5. Support available from partnership services and agencies.
6. Flowchart showing Nursery procedure for children with additional support needs.

Adopted on: ...10/05/2023.....

Signed:..... Position:...Director.....

LS/CS/FG Feb 2010/LS, TW Oct16
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APPENDIX 1

THE WIDER CONTEXT FOR DEVELOPING AN ADDITIONAL SUPPORT FOR LEARNING POLICY

NATIONAL LEGISLATION

Children and Young People (Scotland) Act 2014

GIRFEC framework

Disability Discrimination Act (1995) was extended to schools in September 2002. Less favourable treatment of a disabled person without justification which is material and substantial. Failure to carry out reasonable adjustment without justification which is material and substantial. See Equalities Act 2010 for definition of disability.

Education (Disability Strategies and Pupils Educational Records) (Scotland) Act (2001) includes references to pupil records to ensure that existing legislation is in line with data protection and maintaining of confidentiality.

Standards in Scotland's Schools etc. Act (2000)

'Where an education authority in carrying out their duty to provide school education to a child of school age, provide that education in a school, they shall unless one of the circumstances arises in relation to the child provide it in school other than a special school.' **The presumption of mainstreaming was implemented nationally in August 2003.**

Assessment is for Learning

Assessment is for Learning is based on research indicating that learners learn best when:

- they understand clearly what they are trying to learn and what is expected of them
- they are given feedback about the quality of their work and what they can do to make it better
- they are fully involved in deciding what needs to be done next and who can give them help if they need it.

The Education (Additional Support for Learning) (Scotland) Act 2004

introduced a new framework for providing for children and young people who require Additional Support for Learning. The Act imposes new duties on education authorities in connection with the provision of school education as well as duties on other appropriate agencies. It also introduces new rights for parents/carers and young people.

Curriculum for Excellence

“Our aspiration is to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society”.

City of Edinburgh Policies and Guidance e.g.

- Additional Support for Learning Policy (2006)
- ‘In on the Act’ 2006 revised 2010, the City of Edinburgh Guidance for Staff on the Education (Additional Support for Learning) (Scotland) Act 2004 and the Education (Additional support for Learning) (Scotland) Act 2009
- A framework for Gifted and Talented Pupils (2006)

APPENDIX 2

**Blackhall Nursery
Additional Support Plan**

Name:	D.O.B:
Key Worker/ASL leader:	
Reasons for Additional Support Needs	
Factors Affecting Learning	
Approaches and Strategies	
Learning Outcomes and Time-scale	
Review date	
Parent/carer meeting and comments (give dates)	

Child's/Young Person's Plan and Minute of Meeting

Getting it right
for every child in Edinburgh

Child's/ Young Person's Name	D.O.B	Children and Families Centre/ Nursery/School currently attending (if appropriate)
<input type="text"/>	<input type="text"/>	<input type="text"/>

Details of Child's/ Young Person's Planning Meeting

Date of Meeting:

Who was at the meeting?

Click	Name	E-Mail Address	Telephone Number	Job Title/Relationship to Child/Young Person	Click
Add row above	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Remove Row
Add row	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Everyone's Views

Strengths	<input type="text"/>
Concerns	<input type="text"/>
Current Strategies	<input type="text"/>
Desired Outcomes / Goals	<input type="text"/>

Child/ young person name:

Date:

v 1.1 Mar 2011

Completed by:

Job title:

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Action Plan

Click	No	Date	Desired Outcomes/ Goals	Possible Solutions/ Actions	Who?	By when?	Evaluation/Comment	Click
Add row above								Remove Row
Add row								

Review Meeting Details

Date of Next Meeting	Time	Venue

Contacts

Lead Professional	Named Person

Completed by	Job title	Date

Child/ young person name:

Date:

v 1.1 Mar 2011

Completed by:

Job title:

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Appendix 4: Child's IEP



Blackhall Nursery

Individualised Educational Programme

for

INSERT
PHOTO

1.

Individualised Educational Programme- General Information

Name: Class:
Date of birth: Age: Session:

Special Educational Needs

Members of Staff Responsible for IEP

Nursery manager & ASL team leader:
Keyworker:
ASL Assistant:

Agencies Involved	Tick box	Contact	Last date
Health Visitor			
Psychological services			
Medical services			
Therapies: Sp/Lang			
Physio			
OT			
Other			
Visiting: EAL			
VTSS			
Outreach			
Other involvement (please specify)			
Auxiliary support			
Specialised Equipment (please specify)			

2.

Individualised Educational Programme

Name: Class:

Date of birth:

Age:

Session:

Personal and Social Information

(e.g. likes/dislikes, social and emotional factors/aptitudes and abilities)

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Statement of individual needs

--

3.

Individualised Educational Programme – Targets

Priorities identified and developed at Child Planning Meeting using SMART targets (Specific, Measurable, Achievable, Relevant, Timed).

LONG TERM TARGETS	SUCCESS CRITERIA
HEALTH & WELLBEING Emotional, Personal & Social Development	

Physical Development	
LANGUAGE & LITERACY	
NUMERACY	

4.

Individualised Educational Programme – Targets

TERM 1: August – December

SHORT TERM TARGETS	METHOD, RESOURCES, WHO	SUCCESS CRITERIA	ACHIEVED/ EVALUATION

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5.

Individualised Educational Programme – Targets

TERM 2: January - April

SHORT TERM TARGETS	METHOD, RESOURCES, WHO	SUCCESS CRITERIA	ACHIEVED/ EVALUATION

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6.

Individualised Educational Programme – Targets

TERM 3: April - June

SHORT TERM TARGETS	METHOD, RESOURCES, WHO	SUCCESS CRITERIA	ACHIEVED/ EVALUATION

LONG TERM TARGETS – Evaluation
Next Steps for Learning

APPENDIX 5

SUPPORT AVAILABLE FROM PARTNER SERVICES AND AGENCIES

For details of contacts and telephone numbers, see “Support Services for Partner Provider Centres” folder.

CHILDREN AND FAMILIES DEPARTMENT

Educational Psychologist:

- provides assessment of child’s needs by observation, discussion, and/or diagnostic testing
- consultation and advice to parents/carers and other professionals on the basis of this assessment
- may provide therapeutic support
- may provide in-service training
- researches and develops/strategies

Neighbourhood Support Co-ordinator

- acts as a consultant on additional support needs matters to school
- provides advice on strategies, materials, etc. for pupils with additional support needs
- contributes to staff development where appropriate
- co-ordinates the Integration Support Audit

Language, Learning and Communication Team (LLC Team)

- provides outreach teaching where required
- provides assessment through direct observation
- provides advice to those working with children with challenging behaviour and speech and communication difficulties
- provides advice to teachers of children with hearing impairment
- provides advice to those working with visually impaired children

English as an Additional Language (EAL)

- provides outreach teaching where required
- provides advice to those working with children for whom English is an alternative language

Information and Learning Resources (formerly School Library) Service

- advice on choosing books of all genres through 'key copy'
- librarians may visit schools – advice, in-service, etc.
- class library box provision
- project box provision

Quality Development

- provides in-service for teachers
- develops local authority guidelines on curriculum and practice
- provides support and challenge to schools

Additional Support Needs Resources Centre (This is now part of the Information and Learning Resources)

Contact through SfLT

- reference library on additional support needs
- lends additional support needs material

Education Welfare Officer

- contacts families whose children have school attendance difficulties
- assists in improving and maintaining good school attendance
- supports excluded children towards re-admission agreements
- attends Pupil Support Group meetings

Hospital and Outreach Teaching Service (HOTS)

- supports children who are in hospital or who are ill at home providing them with teaching input and support
- supports children who are in danger of being excluded or are permanently excluded by providing them with teaching and support
- provides advice to schools about supporting children who are hospitalised, ill at home or are in danger of being excluded

Working Together

- co-ordinates the voluntary agencies in supporting the needs of individual children, schools and the community
- the Working Together manager presents cases from PSGs for allocation of support from the voluntary organisations (e.g. Blackford Brae)

HEALTH AGENCIES

Community Paediatrician (formerly school doctor)

- takes part in the assessment process if it appears there are medical or developmental concerns
- liaises with the ASL team and provides advice as appropriate
- refers to and liaises with other partnership services and agencies for further assessment or treatment as necessary, e.g. GP, hospital, social work, etc.
- provides reports for legal documentation of children with additional support needs

School Nurse

- visits school regularly
- monitors and advises on minor/physical/medical problems or developments
- liaises with other agencies who may be supporting the child and family
- promotes health awareness

Speech and Language Therapist

- assesses speech and language difficulties
- provides report to referring body
- provides therapy where appropriate
- provides advice to parents/carers and school staff
- monitors progress

Occupational Therapist

- assesses children referred by School Medical Services or GP
- provides report to referring body
- provides therapy where appropriate
- provides advice to parents/carers and school staff
- monitors progress
- may refer to neurologist, paediatrician

Consultant Paediatrician (Royal Hospital for Sick Children)

- does full assessment of referred child's physical/medical/developmental needs
- may seek further information from school, community paediatrician, etc.
- provides report to referring body
- may refer on for appropriate treatment to other departments at RHSC

Department of Child and Adolescent Mental Health Services (CAHMS)

- provides assessment for referred children with marked emotional and behavioural difficulties
- provides report to referring body
- provides advice to those working with child/parent/carer
- provides counselling, therapy, behaviour management support, etc. as appropriate

Educational Audiologist

- screens for hearing impairment
- monitors children with hearing loss

APPENDIX 6

IDENTIFICATION OF A CHILD REQUIRING ADDITIONAL SUPPORT FOR LEARNING

Observations and assessments by keyworker and all Nursery staff. Discussion with parents/carers.

Recommend parents/carer read booklet 'In on the Act; Information for General Public'.



Set up Additional Support for Learning Team (ASL Team).

Liaise with existing agencies and services (e.g. Educational Psychologist, Speech & Language, etc.

Monitoring and Evaluation.



Needs which are additional
different from their peers.



Follow GIRFEC procedures by completing Wellbeing Concern Form and contacting the Health Visitor, as Named Person, to arrange completion of Assessment of Need. Health Visitor may request that Nursery staff Complete a Report for the Assessment of Need



Child Planning Meeting initiated by Health Visitor (if required)



prepared (if required)



Additional support needs arising from
complex factors.



Identify Pupil Support Group (PSG) and discuss arrangement of Child Planning Meeting with Health Visitor



Develop Individualised
Educational Programme (IEP)



PSG meet each term (Draft IEP to be ready for first meeting. *School transition started 6 months prior to move).



ASL Team ensure regular sharing of information with parents/carers and Nursery staff



Needs arising from even more complex factors (Co-ordinated Support Plan (CSP), Health Care Plan, etc.)



Arrange Special Placement, Outreach Support

Child's Plan

*During this period the ASL team will arrange for school staff to visit the child in Nursery, will visit the school with the child, will obtain a photo book from the school (where appropriate) and will ask for a befriender to be identified early for the child. A Co-ordinated Support Plan may need to be introduced at this point.

GLOSSARY

- PSG** A Pupil Support Group comprises teaching staff, staff from Department of Children and Families and representatives from external agencies. It will be chaired by the Additional Support for Learning Team Leader/ Nursery Manager.
A Pupil Support Group should be established when a multi-agency approach is required.
- IEP** Individualised Educational Programme as described in page 7 of this Policy.
- CSP** Co-ordinated Support Plan, as described in page 9 of this Policy.