



(Equality and Inclusion)

St Margaret's is an inclusive school where all children's needs are met individually and support is tailored, evaluated and altered to meet these needs as they arise or are identified. We are committed to this.

Support for Learning Teacher

In St Margaret's our support for learning teacher (SLT) role is to **predominantly to work with the children**. Once the additional need has been identified through discussions with parents, class teacher and SLT, the support will be tailored to help the child/ren overcome any barriers they may be experiencing.

There are other responsibilities that the SFLT would take on such as;

- **Assessments** e.g. dyslexia, Literacy assessments, Numeracy assessments, Boxhall profiles etc. (approximately 1/1.5 hour per week)
- Writing up **reports** from assessments (4 hours per term)
- **Managing interventions** e.g. Wave 3, Seasons for Growth, Maths Recovery, Anxiety Toolkit (Falkirk Council) etc.
- Supporting **nurture** and managing our 'Cosy Room' nurture space.
- **Outdoor learning** for identified individuals or groups of children.
- **Check-ins** for children who are presenting as anxious, distressed and upset or not coping (demonstrated through their behaviour).
- **Supporting staff** with consultation, advice, strategies, differentiated learning experiences and individualised curriculums.
- **Liaison with professionals** as requested by SLT e.g. Jude Breslin, Ed Psych (Julie Yuill), social work, SALT, etc.
- There may occasions that the SFLT supports **transition** at the SLTs discretion.

However, **the majority of time should be spent with individuals or groups of children**, both identified through our TAC meetings, progress meetings and tracking meetings.

Where possible this support should be in the classroom. If there is an intervention that requires a separate space or it is deemed more appropriate to give support elsewhere then groups or individuals may be removed from class to do so.

The SFLT is entitled to NCCT in the same way that class teachers are. During this time they should focus on the planning and preparation for their role within the school.

The first week of every term will be given for consultation with staff, planning and creating a timetable. This time can also be to form relationships with those children that he/she will be working with.

To ensure that we maximise on support for our children the following stages will be a focus:

Term 1 – Identified stages through tracking e.g. 21/22 P4 and P6, 22/23 P5 and P6

23/24: P2 reading and writing + nurture

P4 reading and writing + nurture (JAS Award)

P5 writing and numeracy

+ P7 Outdoor Junior Forester Award

Nurture for identified pupils (PEF and ASN). Boxhall Profile is the referral. One group will run in the morning (first level) and two in the afternoons targeting P5 – P7 and P1 – P4.

Term 2 – P6 and P7

Term 3 – P1, P3 and P2

Term 4 – Identified stages/pupil groups through tracking and progress meetings

These are **interchangeable** on an annual/termly basis **depending on the needs of the school**.

There may be occasions where some individuals require consistent support throughout the year but these pupils will be identified through the TAC system and by SLT.

Support for Learning Assistants

At St Margaret's we have a core staff team consistently, currently 3 core team members, along with other adults who support our children through additional needs hours, **PEF funded** or NHS hours.

How we use this support is flexible and based on need.

Currently, we have one staff member who is running our 'courtyard/garden group' for those children who find the playground very challenging.

All other support is allocated to a stage, ensuring that the hours provided for children who require additional support receive it. Our staff are skilled in;

- Nurturing principles, led by our Support for Learning Teacher + SFLA
- Emotion works subscription - UNIVERSAL support
- Wave 3 (Marion Stannage) – looking into Reading Recovery???
- Seasons for Growth (SFLT + Mrs Robertson)
- Supporting reading
- Maths Mastery and White Rose (using concrete resources)
- Maths Recovery
- First Aid (all staff)
- Health needs e.g. diabetics, tracheostomy etc.
- Pivotal education/Classroom Culture/Restorative practice
- Circle of Friends
- Being trauma informed
- STEM (Gemma O'Brien)

Support staff also have the lead in our 'playground magic' which focuses on making breaks and lunches more meaningful and positive for our children. They adjust their planning for this through 'noticing' and sharing this at weekly morning meetings led by our DHT.

What do we mean by an additional need?

- Difficulties accessing the curriculum either academically or emotionally.
- Very able and requiring additional challenge.
- LAC/LAAC.
- Family issues e.g. parental mental health, parental separation, trauma etc.
- Medical conditions.
- Pupils being bullied or struggling to self-regulate.
- Poor attendance at school or interrupted learning.

- Failing to meet their potential as discussed through tracking and progress meetings throughout the school year.
- Mental or emotional wellbeing.
- Any child not feeling safe, respected, healthy, nurtured, responsible, achieving, active, included.

How do we assess need?

- We listen to children and parents.
- Parents evening discussions (x2 annually).
- Parental phone calls or messages.
- Daily classroom assessment (summative and formative) by class teachers.
- Children's work in the classroom.
- We track CfE progress (termly) and monitor this weekly.
- We have TAC meetings for identified children involving other professionals and the family.
- Standardised testing (SNSAs).
- Specific assessments to inform planning e.g. BVPS, Boxhall etc.
- Support plans and CSPs if required.
- Weekly SLT meetings where department support is discussed and planned for.

All invites to TACs, writing up of minutes from meetings and support plans lies with the SLT.

We now celebrate annually the broad range of need within our school through **Neurodiversity week**.

June 2021

Updated May 2023

Appendix 1: Support for Learning assessments

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