

# Personalised Support

Parent Information Leaflet Sep 2016



## Mulbuie Primary School Aims

*We want to create a warm and welcoming atmosphere, promoting an ethos of achievement where success is celebrated. We know that every child is unique, and want to help and support each and every child in our school in recognising, developing and celebrating the skills and abilities that are special to them.*

*We want to help children reach their full intellectual and academic potential.*

At Mulbuie Primary School, we work towards our aims through Universal Support for all and Targeted Support for individuals, implementing Highland's four-stage approach to intervention.

Procedures at Mulbuie are developed in line with national advice on support and Highland Council's approach as described in For Highland's Children 4.

### Useful Links

National Advice - Education Scotland - [www.educationscotland.gov.uk/inclusionandequalities/index.asp](http://www.educationscotland.gov.uk/inclusionandequalities/index.asp)

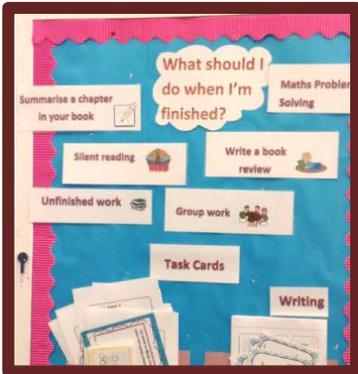
Highland Council - For Highland's Children: <http://forhighlandchildren.org/5-practiceguidance/high-pract-model.pdf>

Partners to support includes, but is not limited to, parents and carers, the Community Paediatrician, the School Nurse, Social Work Services, Speech and Language Therapy, Educational Psychology, Occupational Therapy, The Pines, Primary Mental Health workers, voluntary agencies, CAMHS.

# Universal Support in Mulbuie Primary School

Universal support starts with the ethos, climate and relationships within Mulbuie Primary School. An environment which is caring, inclusive, fair and focused on delivering learning to meet individual needs encourages all children and young people to strive to meet their learning potential.

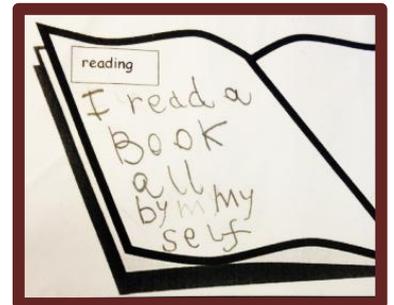
Our classrooms are carefully set up to be inclusive and visually supportive.



Regular staff-development sessions take place to raise awareness of specific learning difficulties, share strategies to use in the classroom and ensure we are up to date with current research.



We provide opportunity for a range of planned experiences which are progressive and offer breadth through the broad general curriculum. Work is differentiated to build on prior learning. Children's successes and talents are celebrated and developed, giving a sense of achievement and success for all learners.



Buddy systems offer peer support to younger children and give older pupils opportunities for responsibility and developing empathy.

Clear and meaningful feedback supports children in identifying their own personal next steps. There are several opportunities throughout the school year for parents to share in their children's learning.

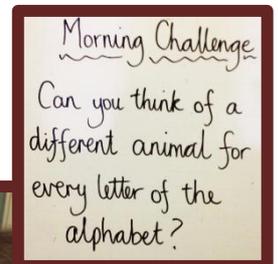


Systems are in place for easy access to support in class.

Mulbuie Primary School  
Developing Positive Relationships  
and Behaviour Policy  
March 2014



Our Relationships and Behaviour Policy supports children in learning to live and work with others.



A variety of learning and teaching approaches are implemented to address the learning styles of all children.

Many children have the support they need to reach their potential in learning through the Universal Support.

## Targeted Support

Sometimes, a child might need additional, targeted support, tailored to their individual circumstances, in order to achieve their learning potential. This could be at any points of their learning journey or, for some, throughout the journey.

School staff meet termly to discuss and re-allocate in-school support as the needs of the children in the school change. This may be targeted short term support or targeted long term support, depending on the needs of the particular child and the success of previous intervention.

### Stage 1

Support at Stage 1 is tailored to meet the targeted need of a child within the class. A need is identified by the class teacher in collaboration with the parents and school staff. A need may also be identified by a parent or another adult with a connection to the child.



A coaching manual which provides structure for individual support, Power of 2 is essentially about putting in place the building blocks of number and developing skills with mental calculations. This is used as a targeted support for children who need a little extra to learn basic arithmetic concepts.



A short-term reading recovery programme for children in P2 to jump on track in reading.



#### **Toe by Toe**

A highly-structured and multisensory reading intervention, Toe By Toe is designed for those who find reading difficult. This includes weak readers who struggle to decode or those with dyslexic difficulties. This may be used with children in P3 and upwards for a targeted period.



#### **Emotional and Social Developmental Support**

Mulbuie Primary School  
Developing Positive Relationships  
and Behaviour Policy  
March 2014



At times, some children may need a little help with social or emotional development - perhaps managing anger, developing resilience or interacting socially at a specific time in their life. The school has resources which can be borrowed by parents to help support a child. Intervention can be facilitated in school in some instances. The Lunchtime Activity Table offers support for those who find lunchtime difficult, who get lonely or who need a little help working out relationships with other. Our Relationships and Behaviour Policy gives detail of how targeted support in social development may look.

#### **Speedy Readers – The Literacy Toolbox**



Literacy Toolbox, or Speedy Readers, is an ICT programme used to support the development of reading within the Literacy and English curriculum. Speedy Readers at Mulbuie is targeted at learners at Second Level who have an identified reading deficit.

#### **Parents as Partners**

Parents and carers are integral to the success of any support. If a child needs a little extra help to reach their potential, parents are encouraged to help them at home and reinforce the support that the child is getting in school.

Support at Stage 1 may be targeted to one pupil or to a group of children, and might be facilitated through a PSA or the class teacher working for a targeted time on a targeted concept. Targeted support in Mulbuie can also be facilitated at home by the parents supported by the school.



#### **Highly Able Children**

Support at Stage 1 may also include support for children identified by the teacher who show particularly high abilities in one or more areas. Work is differentiated and includes enhanced challenge, personalisation and depth.

## **Stage 2**

In some cases, a child may need more specific support in order to achieve their potential. At Mulbuie, Stage 2 support is planned through Single Agency Child Plan in partnership with parents and in **consultation with partner agencies**, sometimes through a Solution Focused meeting, and always considering the questions:

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

Support at Stage 2 may well include some of the supports from Stage 1. Support **may** also include:

### **Adapted, individualised environment**

In order to succeed, some children may need a work station where they have space to work.

Some may benefit from timers to help manage their learning until they can do this independently, or help low instructions by having them repeated individual once an activity has been set.

Some children may need to sit in a certain place in the classroom – so they can see the teacher's lips or hear instructions clearly for example.

Some children need extra visual support, and may have an individualised timetable on the desk. This can help give structure to the day and develop organisational skills. Initially an adult may help organise this with them – later on, pupils may be able to organise their own as a result of the targeted individual support.



### **Social and Emotional**

Sometimes a child may need support in coping with a particular circumstance that is affecting them. In consultation with partner agencies, we may be able to suggest support for the family to access or offer short term support in school.

### **Buddies**

We use a buddy system to offer peer support to children. Buddies will support others with a target that has been set or a need that has been identified.



## **Stage 3**

Support at Stage 3 is planned and implemented in collaboration with parents, the child themselves and partner agencies, and action agreed in a Multi-Agency Child Plan. Again, the questions of wellbeing are considered and a solution-focused meeting may be held. At Stage 3, support continues to be target driven and is reviewed regularly.

Support at Stage 3 may include a significantly individualised learning environment, which might include opportunity for time out of class, an individualised education programme and assessment of need by other professionals. It may also include partner agencies working with the child and family and be co-ordinated by a Lead Professional.

## **Stage 4**

Highly specialised and individualised support which will include input from a range of partner agencies. A multi-agency child plan will be in place here to co-ordinate support, managed by a Lead Professional.

*In any school, there are many and varied needs. In our mainstream setting, 1:1 support is prioritised to those with very complex needs, and also to support short term targeted interventions. All support both Universal and Targeted aims to support children in reaching their potential. Children are learning skills to promote and develop independence and effective learning strategies, to do the best they can throughout their learning here at Mulbuie and beyond.*