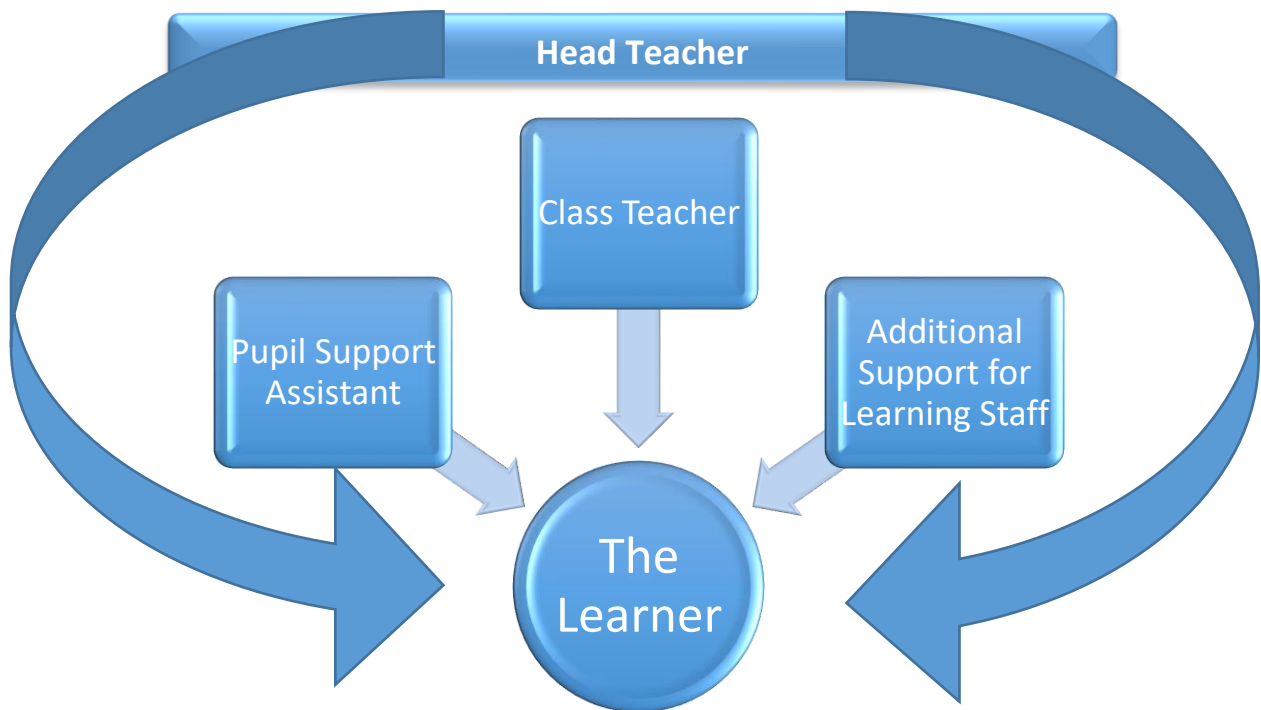


Personalised Support at St Combs Primary School



February 2023

At St Combs School collaborative working is key to meeting the needs of all learners. Meeting the additional support needs of pupils is the *responsibility of all* and there are clear roles and responsibilities within this.

Roles and Responsibilities

The Head Teacher:

- has very good knowledge of the supports available
- ensures best practice in teaching
- promotes an ethos of inclusion, equity, equality and professionalism
- ensures effective partnerships with all parents
- ensures support (in various forms) to all pupils who require additional assistance with their learning

What does this look like at St Combs School . . .



The Head Teacher will work with all staff to identify needs, ensure programmes are in place for support, and ensure the best use of resources to support all pupils across the school.

Class Teachers:

- ensure a positive learning environment
- work with parents
- plan effectively for the class, groups and individuals
- develop curriculum programmes for the class as well as for small groups and individuals
- monitor the progress of learners ensuring concerns are shared and acted upon promptly
- communicate and consult with PSAs and ASL staff to ensure strategies for support are implemented

What does this look like at St Combs School . . .

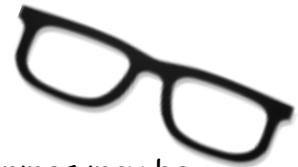


Pupils are engaged in a curriculum at their level. Individual programmes may be set up. ASL staff may provide advice and a programme of work in consultation with the class teacher.

Pupil Support Assistants (PSA):

- assist the teacher in the planning, delivery and review of activities
- encourage an inclusive environment
- discuss progress of learning with teaching staff
- deliver specific programmes of work to pupils
- support pupils to implement strategies to aid learning

What does this look like at St Combs School . . .



Small group work activities may be carried out, individual programmes may be delivered and children may be prompted to use previously taught strategies and resources. Pupils will be supported in class.

Additional Support for Learning (ASL) Teacher

The Additional Support for Learning teacher utilises 5 roles of support. These are:

1. Identification and Assessment:

- To assist class teachers in identifying additional support needs
- To undertake relevant assessments of learning and/or behaviour
- To provide advice and strategies to staff including PSAs

2. Planning Learning and Teaching, Including Co-operative Teaching:

- To teach alongside the class teacher to provide *all* pupils with greater support and enrich the overall quality of learning and teaching
- To plan for *and/or* teach groups and individual pupils either in the class or in a suitable smaller attractive environment
- To, on occasions, follow the teacher's plan and provide focused assistance in a planned way to pupils who have barriers to learning

3. Consultancy/Consultation:

- To give advice and guidance to class teachers, PSAs and Senior Leaders on the needs and aspects of support programmes for individual pupils
- To advise on the suitability of the learning environment to ensure it is the best for the learner
- To support learning and teaching throughout the school including providing advice on differentiation of the curriculum

4. Partnership with Specialist Services:

- To liaise with Specialist Support services to help class teachers incorporate additional or alternative strategies into the class curriculum

5. Contributing to Professional Development:

- To provide support and training with regard to additional support needs
- To model practice and provide training for PSAs

What does this look like at St Combs School . . .



ASL staff set up programmes for class teachers and for PSA's to deliver, support pupils in class during class activities, work with small groups of pupils on specific targets, assess pupils to identify gaps in learning and teach in class in order to support staff and pupils.

Evaluation and Review

Part of the life of the school is evaluating and reviewing our progress. ASL allocation is looked at very closely on a termly basis. We do our best to ensure we are meeting the needs of the pupils who require additional support. ASL staff need to ensure there is a balance of their five roles being utilised across the school to ensure effective outcomes for all children and young people.

If you have any queries regarding ASL, please contact St Combs School.

Frequently Asked Questions

My child is Dyslexic. What support will they get?

The class teacher, ASL teacher and PSA will work closely together to ensure that your child receives the best support for them. This may mean working in a small group tutorial with ASL staff, working on a programme of support with the PSA, embedding strategies for support in class, making use of digital technology or the ASL teacher supporting in class.

When my child starts to receive ASL support, does that mean they will receive it for the rest of their time at St Combs School?

No. Support is reviewed regularly and evaluated on a termly basis, and sometimes even more frequently. The support they receive will be based on the progress they make and the needs identified across the school as a whole.

How do I find out what they are doing with ASL staff?

ASL staff work closely with the class teacher so you can be assured that the support they are getting is relevant to your child. ASL staff are always willing to answer any queries or concerns but they teach in St Combs School on a part time basis. Please contact school and your query will be dealt with as soon as possible.