Milngavie Primary School

**Support for Learning Cycle**

Milngavie ELC and school work collaboratively with staff, parents and pupils to address concerns regarding the health and wellbeing and educational needs of our pupils. The school encourages open dialogue with parents and pupils to address and meet specific needs.

Teachers have a variety of opportunities throughout the year to discuss the educational and health and wellbeing needs of pupils. Such discussions may be held with members of the School Leadership Team, the Educational Support Teacher(EST), the Pupil Support Group (PSG) and if appropriate the school Educational Psychologist. Non-teaching staff can raise concerns at the monthly Support Staff meetings with DHT for Learning Support, or with SLT as required.

Thereafter pupils are supported in a variety of ways, ensuring that it is appropriate, timely, monitored and evaluated effectively. Such educational interventions look at tailoring the curriculum and modifying aspects such as the content, the learning process, the learning product and the learning environment to ensure that the pupil’s needs are met. This targeted support may vary in duration and reflects the needs of the individual child.

The specific tailored curricular details are recorded in the first place in a Universal Support Plan written by the class teacher. Pupils requiring more support due to educational and/or wellbeing concerns or involvement of other educational or external agencies such as NHS may have an Action Plan or Targeted Intervention (Child’s Plan) put in place.

All plans are discussed on a regular basis as part of the school’s tracking and monitoring process, if appropriate also by the Pupil Support Group (PSG, see below) or as part of review meetings designated Team Around the Child (TAC) meetings.

**PSG**

PSG are well established across the authority and provide a multi-agency approach to support pupils. In this school they occur termly, and are often themed. The PSG forum provides an opportunity to discuss learners’ progress with appropriate professionals (such as EST, School nurse and Health Visitor), and Educational Psychologist. Referrals to the PSG are generally made by the class or ELC teacher to the DHT for Learning Support. The following will be taken into consideration when making the referral:

* Universal Support Plan has been implemented with no demonstration of improvement
* As a consequence of a assessment request from a parent
* As preventative action
* Where access to a specialist resource is required

Actions arising from such meetings are acted on appropriately to support leaning and/or health and wellbeing issues.

**The Review Cycle**

The school operates an ongoing review cycle for pupils on Universal Support, Targeted Support or Targeted Intervention. All pupils are discussed and plans reviewed at the start of the Academic year in Term1. This meeting sets out the current chronology and allows appropriate target setting, and the tracking and monitoring of the targets. In Term 2 pupils will have their targets reviewed and appropriate actions or changes to the plans implemented. There will be consultation with senior management regarding the contents of the plans but it is the responsibility of the class teacher to write such plans. In Term 3 once again the plans are evaluated and discussed with the next class teacher and if the destination is secondary school appropriate staff from this destination will be informed if appropriate.