**St John’s Primary Hamilton**

**Learning Support Policy**

“Personalised learning means **tailoring learning and teaching** to learners’ needs. Staff do this by **knowing learners well and** **building on prior learning** so that all learners can participate, progress and achieve. Personalised learning focuses on the individual learner from the earliest level through to lifelong learning. It is key to taking forward the ambitions of CfE and Getting it Right for Every Child (GIRFEC)1. It represents best practice in learning and teaching and includes:

• recognition that all learning

matters;

• building on prior learning;

• learning that actively involves

learners;

• engaging and enterprising

learning;

• ensuring a variety of contexts for

learning;

• involving learners in planning and

being responsive to their needs

and interests; and

• experiences where learners

benefit from assessment that is

integral to and informs learning.” CfE Briefing Paper 5, November 2012

At St John’s we have a structured pathway to support learning to ensure that all children receive the most appropriate support in the most sensitive manner and timely approach.

Support can mean a variety of different approaches depending on children’s’ needs.

Classroom;

* Differentiated programme or resources
* Differentiated teaching approach
* Use of classroom assistant
* Target setting
* Over learning
* Reading buddy/ peer mentor
* Groupings to help all progress

Out of class

* Support in a group or 1:1 with teacher or support assistant
* Variety of 1:1 resources- 5 minute box, code cracker, toe by toe, hornets, word wasp, power of two etc
* Learning support teacher

Outside agencies

* Educational Psychologist
* Speech and Language Therapist
* Occupational Therapist
* Social Work
* Family Support Workers

This is not an exhaustive list but illustrates some of the interventions that can be used in school and or at home.

When a teacher has a concern it must first be raised with the Senior Leadership Team by forward plan dialogue and then completing a learning support referral form.

The Senior Leadership Team in dialogue with teachers, parents and children will make a plan to help the child depending on age and level of previous interventions.

The intervention to support the child’s learning could take the form of any of the above mentioned strategies and last for a measurable time period. The intervention will be reviewed at the end of the teaching block to assess if the desired impact has improved the child’s learning.

Parents and children are regularly updated through phone calls, review meetings, parent’s meetings and formal report cards.

When a child receives support it is recorded on the tracking and monitoring sheets.