



*Lochgoilhead Primary School and ELC*

# Additional Support for Learning Policy

**This policy was adopted at:**

*Lochgoilhead Primary School and ELC*

On Monday 20<sup>th</sup> October 2025

Signed: Louise Blair      Designation: Head Teacher

## **Articles of the UNCRC (the UN Convention on the Rights of the Child)**



**Article 2 Non discrimination**

**Article 5 Family guidance as child develops.**

**Article 3 Best interests of the child**

## **Health and Care Standards (Health and Social Care Standards - My support, my life.)**

1.1 I am accepted and valued whatever my needs, ability, gender, age, faith, mental health status, race, background, or sexual orientation.

1.2 My human rights are protected and promoted, and I experience no discrimination.

3.3 I have agreed clear expectations with people about how we behave towards each other, and these are respected.

3.14 I have confidence in people because they are trained, competent and skilled, can reflect on their practice and follow their professional and organisational codes.

## 1. **Statement of Purpose**

### 1.1

As an ELC and Primary setting we recognise that children should be treated as individuals and equality of opportunity should be provided for all children and families. Inclusion is an entitlement for all service users, and we recognise that everyone will benefit when all children are given the same opportunities to share in the experience of the setting. The setting should provide a safe and secure environment which recognises and values diversity and ensures all children should feel a sense of belonging.

### 1.2

ELC/Primary provision must ensure equality of access for, and account for the varying needs of, all children. These needs can vary depending on several factors, including:

- Whether a child is disabled and/or has additional support needs (ASN);
- Is learning English as an additional language.
- Lives in a socio-economically deprived area.
- Is living on a low income or has challenging family circumstances.

Accessibility and inclusion are shared in Argyll and Bute 'Stages of Need' Matrix which recognises the impact of good design principles on all children, including those with ASN and disabilities. It includes examples of space to create relaxed, calm, and inclusive environments for children.

**Please note that throughout this policy the term 'parents' is used to include all main caregivers.**

## 2. **Complying with Legislation and National Guidance**

### 2.1

Within the [United Nations Convention on the Rights of the Child \(UNCRC\)](#) and the [European Convention on Human Rights \(ECHR\)](#), inclusion and equality of opportunity are an entitlement for all children.

### 2.2

The [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#) provides the legal framework for the provision of additional support for learning. This legislation was amended by the [Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#) and requires settings, local authorities and other agencies to address additional support needs which may arise during the course of the child's education. The Act sets out how it is everybody's responsibility to ensure that appropriate support is in place to enable all children to reach their full potential. The legislation is supported by [Supporting Children's Learning: Statutory Guidance on the Education \(Additional Support for Learning\) Act \(Scotland\) 2004 \(as amended\) Code of Practice](#). This is the third edition of the Code, published in 2017 and takes account of the amendments in the Children (Scotland) Act 2016 which extended certain rights to children aged 12 and over.

[Getting it right for every child \(GIRFEC\)](#) promotes an integrated working approach ensuring the sharing of information and actions to ensure that the child's needs are being met.

### **3. Needs of the Child**

#### **3.1**

All children are different and have individual needs and learning styles. In order that they are all able to reach their full potential, some may require additional support. This support may be long term and/or short term. Progress should be monitored regularly to ensure the support being provided is appropriate. Consideration should be given to the child's home, language, culture, and community when providing additional support for learning. Additional support for learning may be necessary to extend the learning of more able children.

### **4. Role of Staff**

#### **4.1**

As part of everyday practice, staff will observe children and monitor their progress to assess their individual needs and interests. Staff will support children through appropriate planning and effective use of resources to ensure continuity of learning. If a child needs additional support, an Individual Educational Plan (IEP) or Child's Plans may be set up detailing the additional support required. These plans will help support the child's learning and development, be consistent with his or her needs, interests and stage of development and be implemented as appropriate.

#### **4.2**

A record of the child's progress will be kept, in collaboration with the parents. The content of this record is confidential. It will be shared regularly with parents, and appropriate support and guidance will be offered through parental involvement and partnership. Staff should be made aware of the relevant support services available and work collaboratively with the appropriate services to ensure the child's needs are being met.

#### **4.3**

A child may be considered for a Co-ordinated Support Plan (CSP) if they require significant additional support with their education. The CSP is an action plan that supports professionals and families to work together to help children achieve their educational targets. This plan is the only legal planning document in education.

#### **4.4**

A Care Plan is required for every child using a care service. All staff continue to update their training as required to keep up with legislation.

### **5. Parents**

#### **5.1**

Parents are the child's prime educators and should be consulted and involved in all aspects of their child's education and progress. Parents and professionals should work in partnership to ensure the child's individual needs are being met.

### **6. How does the Additional Support for Learning Act affect your setting?**

The Act and the code of practice recognise the importance of voluntary services and encourage local authorities to work together with voluntary settings that are supporting children and families.

- If a child requires additional support for learning and is going to be educated by the local authority, then at least six months before they start school, the authority must obtain advice and information from any person they think is appropriate, this could include staff at the child's setting.
- Disabled children under the age of three may be referred by the health sector to the local authority, to assess if they have additional support needs. The authority should seek information from any person they feel appropriate, which means that staff within the setting may be consulted as part of the assessment process.
- In the case where a child is attending a partnership ELC/Primary as arranged with the local authority and going to a setting not associated with the local authority, then the setting may be consulted about their experience of working with the child as part of the assessment process undertaken by the authority. A Support plan/ Child's Plan would be created to identify and support the child's needs. ELC/ Primary would work in partnership with outside agencies to identify a child's needs providing tailored support for the child to reach their social, emotional and academic potential.

## **7. Monitoring of this Policy**

It will be the responsibility of Louise Blair (Head Teacher) to ensure all staff, including new or temporary staff, are familiar with this policy and to monitor that it is being implemented. This policy should also be brought to the attention of all parents and all professionals visiting the setting. Monitoring of the policy will be achieved through implementation and reviews of support plans in relation to the child's goals and progress.

### **Appendices:**

Appendix 1 - How the Additional Support for Learning Act affects your setting.

### **See also:**

Administration of Medication Policy  
Curriculum Policy  
Confidentiality Policy  
Equal Opportunities Policy  
Promoting Positive Behaviour Policy  
Responsive Care Policy  
Tracking Children's Progress Policy  
Transitions Policy

### **Links to national policy:**

We have referred to 'Health & Social Care Standards: My support, My life'  
<https://www.gov.scot/publications/health-social-care-standards-support-life/> Standards 1, 2, 3, 4 and 5 when reviewing this policy.

### **Find out more:**

Enquire (advice and information about additional support for learning)  
[www.enquire.org.uk](http://www.enquire.org.uk)

Additional Support for Learning-Education Scotland  
[www.educationscotland.gov.uk/parentzone/additionalsupport/index.asp](http://www.educationscotland.gov.uk/parentzone/additionalsupport/index.asp)

### **Monitoring of this policy**

It will be the responsibility of Louise Blair (Head Teacher) to ensure that all staff, including new or temporary staff, are familiar with this policy and to monitor that it is being implemented. All staff have the responsibility to know and implement the policy within their practice. Parents and carers will be made aware of this policy through the parents' handbook and the enrolment procedure.

**The policy will be reviewed annually to ensure that all records are relevant and up to date**