

## What is Support?

Support is given to all children, every day, throughout their school career. There are 2 ways in which this support is given. Day to day, ongoing support which is inclusive and occurs as a matter of course is provided by teachers and other staff through:

- Feedback from teacher/PSAs/peers
- Small group work
- Targeted support from teacher/PSA
- Targeted support from the Additional Support for Learning team
- Use of different approaches, materials and resources

Where children need prolonged and targeted support, staff will arrange to meet with parents to discuss options which may require referral to additional services such as:

- Intervention and Prevention Teacher
- Pupil Support Worker
- Speech and Language Therapist
- Educational Psychology
- School Nurse / School Doctor

In these cases, specific, tailored plans which are matched to the needs of the individual will be created to detail the support to be provided.

Every child is receiving support in one way or another. Some of the support may not be obvious to pupils or parents as it occurs as part of effective learning and teaching.

## Inclusion

Aberdeenshire Council is committed to providing '*The right support, in the right place, at the right time*' for all pupils. If your child has an additional support need, we will work hard to meet their needs within their local school.

Bervie School strives to be autism and dyslexia friendly with an emphasis on nurturing approaches throughout the school.

More information on this can be found in the 'Right Support, Right Place, Right Time' booklet on the Aberdeenshire Council website:

<https://www.aberdeenshire.gov.uk/media/16803/right-support-right-place-right-time-a-guide-for-parents.pdf>



[www.bervie.aberdeenshire.sch.uk](http://www.bervie.aberdeenshire.sch.uk)

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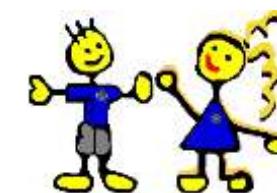


# Bervie School

## Supporting Learners at Bervie School

### A Guide for Parents

There are lots of ways in which we support all learners at Bervie to make the best progress in learning. This leaflet will help you to understand the range of approaches we use.



## **Class Teacher**

Your child's class teacher works closely with them every day and knows them well as a learner. The teacher supports and challenges your child in a number of ways throughout the school day through:

- Feedback on progress
- Questioning
- Working with individuals
- Working with small groups
- Ongoing assessment
- Tracking progress
- Providing alternative resources and materials

Teachers will organise the classroom environment to ensure that children have access to support as and when they need it. Teachers work closely with support staff (PSAs/ASL Staff) to plan and deliver lessons. It is likely that your child will work with a range of adults throughout the school week.



## **Pupil Support Assistants (PSAs)**

Pupil Support Assistants have a varied role. They are timetabled to work in classes alongside teachers and also support the children at playtimes and lunchtimes. They know the children well and have good relationships with them. Teachers plan carefully to ensure that they use the PSA support effectively. PSAs work with a number of children throughout the day to support and challenge learning. PSAs are not allocated to children on a one to one basis.

## **Additional Support for Learning Teacher (ASL)**

Bervie School has support from 4 ASL teachers across the week. They are an integral part of the school team. The ASL role is wide and varied and includes:

- Identification and Assessment
- Planning learning and teaching
- Consultancy/ Consultation
- Partnership with specialist services
- Contributing to professional learning

ASL teachers:

- Support learners
- Challenge learners
- Provide support in the classroom to allow the class teacher to do focused work with children

ASL teachers work closely with class teachers to identify short and long term interventions. The majority of work will take place in the classroom setting, however children may be withdrawn to work in a small group or one to one where appropriate.

Needs are identified through ongoing assessment which include information from observations, standardised assessments, information from class teachers.

ASL teachers provide support to staff and help them to plan to meet the needs of learners. They work with staff to undertake professional learning and provide training in areas of specialism such as reading strategies, numeracy strategies etc.



## **Additional Support for Learning Teacher (ASL)**

ASL teachers have good partnerships with specialist services. They work with Speech and Language Therapy, Aberdeenshire ASPECTS team, Health, Social Work and other partners. They play a key role at times of transition, particularly between nursery and p1, and p7 to s1.

### **Contact between ASL and Families**

Where your child is to receive targeted input from the ASL team, a member of ASL staff would be in touch to discuss this with you. Having input from the ASL team does not necessarily mean that your child is struggling in school but that they would benefit from some additional support or challenge for a period of time.

ASL staff work in classrooms with children every day as a matter of course. In these situations, you would not be contacted by ASL staff as the support is part of the daily routine of the class.

Where children have a need which is likely to be ongoing over a longer period, ASL staff would arrange to meet with families to create an Individual Educational Programme (IEP) with short and long term targets which would be reviewed regularly.

### **Health and Wellbeing**

All staff support children's health and wellbeing, developing positive and supportive relationships through nurturing approaches. Where children encounter difficulties, we may refer them to other professionals who can provide specialist support.