



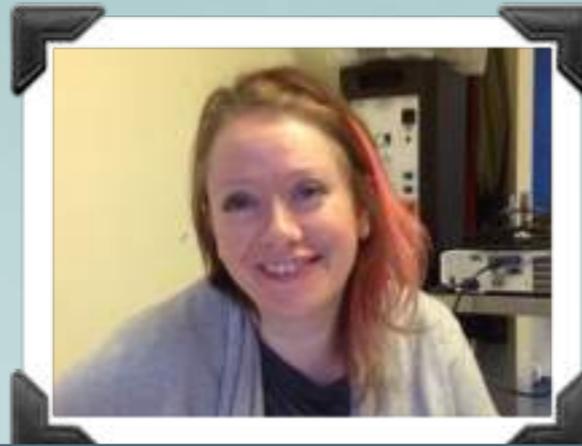
# Support for Learning

At Cramond Primary School

# We are a team



Mrs Donaldson HT



Mrs King SFL teacher



Mrs Waddell DHT

Mrs Carcas PSA

Mrs Kilgour PSA

Mrs Telfer PSA

Mrs Peach PSA

Miss Quinn PSA

Mrs Atkinson PSA

Mr Gorringe PSA

Mrs Alerdyce PSA

Mrs Stewart PSA

Mrs Craig PSA

Mrs Calder PSA

and we work as a team.

At the start of each year, every teacher has the following information about the pupils in their class

- \* The class folder.
- \* A support for learning folder.
- \* Transition information.

# The class folder.

- \* If you tell us about an issue your child is facing or some important information, we write it down and put it in the class folder. This way, we never forget to share information with the adults working with your child.



# Support for Learning folder.

- \* Children who have additional support have a section in the folder.
- \* It has minutes of the last meeting with targets to work towards.
- \* This is a working document and we make notes as we work towards meeting our targets. That way we can share progress with you.



# Transition information.

- \* Mrs King works in classes with teachers throughout the year and compiles a list of supports to match each pupil.
- \* This gets passed to the next teacher so that support is seamless.



The start of the school year.



# Transition Meetings.

- \* Mrs Waddell and Mrs King meet with each class teacher in the first weeks of the new school year to ensure everyone understands the needs of the pupils in their class.
- \* They also go through the transition list to check all resources have been passed on and are being used.



# Assessment Time.

- \* In August/September each class does some standardised assessments.
- \* The Single Word Spelling Test.
- \* The Single Word Reading Test.
- \* The New Group Reading Test.





Standardised Assessments are only **one part** of the 'jigsaw' we piece together about our learners.

# Attainment Meetings!

- \* Mrs Donaldson, Mrs Waddell and Mrs King meet with the teachers in each year group to look at the test results as a **STARTING POINT** for discussion in how we plan to meet learner's needs.
- \* We look for individuals who may need some support.
- \* We look for individuals who may need additional challenge.
- \* We take into account the results from previous years.
- \* We listen to what the previous teacher had to say, the meetings include the previous teacher whenever possible.

# Team work!

- \* Mrs King works in classes alongside teachers.
- \* The Senior Leadership Team allocate Pupil Support Assistants (PSAs) to classes.
- \* Together, we decide how to work as a team in each year group to support pupils.



# Learning & Teaching Meetings!

- \* We have checkpoints throughout the year to see what learning looks like for your child. We call these Learning and Teaching Meetings.
- \* These meetings include Mrs Donaldson, Mrs Waddell and the class teachers.
- \* Mrs Donaldson and Mrs Waddell and Mrs King also have shared classroom experiences and talk to the children about their learning.

# Child Planning Meetings!

- \* Some children are supported by our partner agencies, like Occupational Therapy or Speech and Language Therapy. Meetings are scheduled throughout the school year to discuss support in place and progress being made by children.
- \* These meetings are usually organised and chaired by Mrs Waddell. Parents, the class teacher, and any professionals working with the child are invited along to share progress.
- \* Together we discuss your child's strengths and any concerns, the strategies we know support your child well and we plan targets to work towards.

# Further information.

- \* To find out more about Child Planning Meetings please have a look at our GIRFEC presentation.



# New Referrals from Teachers.

What if a class teacher feels a child needs extra support?

- \* The class teacher and Mrs King will discuss any concerns. They will share information.
- \* Mrs King or the class teacher will contact you to discuss next steps.



# New Referrals from Parents.

What if a parent feels their child needs extra support?

- \* Contact the class teacher.
- \* The class teacher and Mrs King will discuss your concerns. They will share information.
- \* Mrs King or the class teacher will contact you to discuss next steps.



# What does support look like?

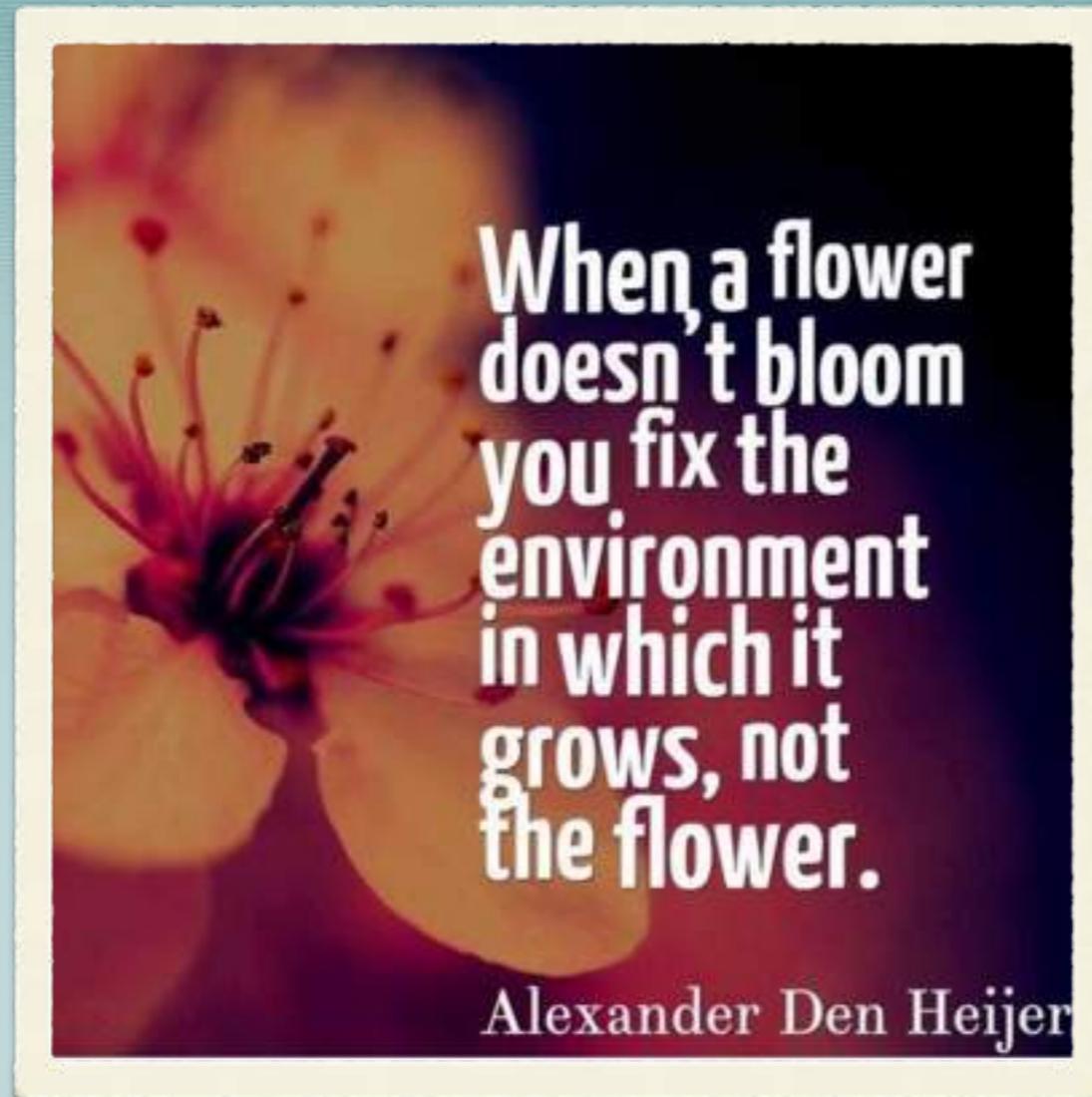
- \* Work in a smaller group.
- \* Paired work to practise skills.
- \* One to one work with an adult.
- \* Resources in place to help (see next slide).
- \* Skills groups designed to target difficulties.
- \* Tasks broken down to smaller chunks.
- \* Visual timetables and labelling in the classroom.



# Resources that help.

- \* Pencils grips or shaped pencils to encourage good pencil grip.
- \* Board maker symbols for visual timetables and task boards.
- \* Social stories.
- \* Sit and wobble cushions and / or a seat wedge.
- \* Tilted surface for desk.
- \* Coloured overlays and / or coloured paper to work on.
- \* Highlighted lines in jotters to help letter placement.
- \* Fidget toys
- \* Use of iPad apps (see class teacher or Mrs King for details).
- \* IT programs like Clicker 6, Tuxtype...
- \* Use of websites like Education City, Sumdog, Bookbug, doorway online...

Mostly, the  
chance to  
practise in  
lots of  
different ways  
using all of  
the senses!



We are always happy to help with any concerns or questions.

Please contact me by email on  
[gillian.waddell@cramond.edin.sch.uk](mailto:gillian.waddell@cramond.edin.sch.uk)  
or telephone on 0131 312 6450