



## CARDINAL WINNING SECONDARY POLICY STATEMENT Meeting Learners' Needs Cont'd...

At Cardinal Winning Secondary School we provide an inclusive and nurturing environment in which all our pupils are supported to thrive and flourish. We recognise the God given talents of every young person in our community and in partnership with parents and other agencies commit to ensuring appropriate support and provision at every stage of a child's experience in our school. This policy reflects our shared values of Faith, Ambition, Dignity, Inclusion and Respect. Our actions, urged on by the love of Christ, are witness to our faith, hope and our compassion for all our pupils.

This policy outlines our approach to ensure that we continue to get it right for every Cardinal Winning pupil within our child centred and wellbeing focussed experiences. It should be read in conjunction with other relevant policies:

- Relationships for Learning
- Child Protection and Safeguarding
- Attendance
- Anti-Bullying Policy

### **Supporting Learners - The National Context**

The Education (Additional Support for Learning) (Scotland) Act 2004(amended 2009) provides the legal framework which underpins the system for identifying and addressing the additional support needs of children and young people who face barriers to learning. The Act aims to ensure that they are provided with the support they need to achieve their full potential. It promotes collaborative working among all those supporting children and young people and sets out rights for parents and carers.

The Acts of 2004 and 2009 significantly widen our understanding of what constitutes a need for, and an entitlement to, additional support; a very wide range of factors may lead to children and young people having a need for additional support. These factors fall broadly into four overlapping themes:

- **learning environment**
- **family circumstances**
- **disability or health need**
- **Social and emotional factors.**

Young people with additional support needs may include those who:

- have motor or sensory impairments
- have low birth weight
- are being bullied
- are children of parents in the Armed Forces
- are particularly able or talented
- have experienced a bereavement
- are affected by the imprisonment of a family member
- are interrupted learners

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- have a learning disability
- have barriers to learning as a result of a health need, such as foetal alcohol spectrum disorder
- are looked after by a local authority or are adopted (see additional info)
- have a learning disability, such as dyslexia
- are living with parents who are abusing substances
- are living with parents with a mental health issue
- have English as an additional language
- are not attending school regularly
- have emotional or social difficulties
- are on the child protection register
- are refugees
- are young carers

### Curriculum for Excellence

Curriculum for Excellence states clearly that every child and young person is entitled to personal support to enable them to gain as much as possible from the curriculum opportunities.

Personal support is provided in two ways, i.e. as **universal** or as **targeted** support. This support is based on changes to one or more of the following:

- Learning and teaching  
*In our school our Learning and Teaching policy shapes our response to the diverse needs of young people in our care. Lessons provide appropriate pace, challenge and support and take account of the wide range of communication styles and learning needs of our pupils.*
- Resources  
*In our school classrooms, in addition to standard materials, our resources include sensory equipment and identified areas to support emotional regulation, digital technologies and outdoor areas that support active and engaging learning experiences. Additional resources to further enrich learning and support wellbeing include our CALM and sensory spaces.*
- Staff  
*In our school all staff are expected to be proficient in alternative communication methods; teacher:pupil ratio supports class sizes of no more than 10 pupils. An on-going programme of Professional Learning and practice sharing supports staff development to the benefit of all.*

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### Universal Support

Universal support includes support from families, the community and generally available services. This support includes the chance for children and young people to regularly talk about their learning with a key adult.

All young people are entitled to personal support to allow them to:

- review their learning and plan for next steps  
*In our school all pupils have a Wellbeing Assessment Plan, co-created with young people and parents and reviewed bi-annually. Class teachers set targets for every child in their care and monitor progress against targets at regular intervals to ensure appropriate and timely support and progress.*
- gain access to appropriate learning activities  
*In our school pupils' learning experiences reflect their stage of development, interests and strengths. This includes opportunity to learn in other contexts out with the classroom setting. Flexible pathways support a personalised response to individual needs.*
- plan for personal achievement  
*In our school wellbeing activities are a core part of the curriculum offer, with regular celebration of success and achievement supporting pupils to recognise skills and God given talents.*
- cope with change and the choices they have to make  
*In our school transitions at all stages are planned for and supported; review meetings support pupil involvement in planning next steps and decision making.*

### Targeted Support

Targeted support is support from specialist services. These can be services based in education or from other agencies, e.g. health or social work. Targeted support allows young people to have full access to the Curriculum for Excellence.

In Cardinal Winning Secondary all pupils are deemed to require targeted support; pupils are allocated a place in our school following local authority led assessment and analysis of need. It is our collective responsibility to ensure therefore a timely, appropriate and proportionate response to these needs, within a flexible and creative curriculum model. All support is underpinned by a sound knowledge and understanding of the unique and diverse strengths of our pupils which help shape pedagogy and support provided.



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## Getting it Right For Every Child (GIRFEC)

GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s) to work in partnership with the services that can help them.

It puts the rights and wellbeing of children and young people at the heart of the services that support them – such as early years services, schools, and the NHS – to ensure that everyone works together to improve outcomes for a child or young person.

The GIRFEC approach:

- **is *child-focused*.**  
It ensures the child or young person – and their family – is at the centre of decision-making and the support available to them.
- **is based on an understanding of the wellbeing of child.**  
It looks at a child or young person's overall wellbeing – how safe, healthy, achieving, nurtured, active, respected, responsible and included they are – so that the right support can be offered at the right time.
- **is based on *tackling needs early*.**  
It aims to ensure needs are identified as early as possible to avoid bigger concerns or problems developing.
- **requires *joined-up working*.**  
It is about children, young people, parents, and the services they need working together in a coordinated way to meet the specific needs and improve their wellbeing.

## Promoting Wellbeing - the responsibility of all

The wellbeing of children and young people is at the heart of *Getting it right for every child*. The approach uses eight areas of wellbeing in which children and young people need to progress in order to do well now and in the future. These eight areas are set in the context of the 'four capacities', which are at the heart of the Curriculum for Excellence. ***It is the responsibility of all staff to ensure the well-being of pupils in our care.***

Safe

Healthy

Achieving

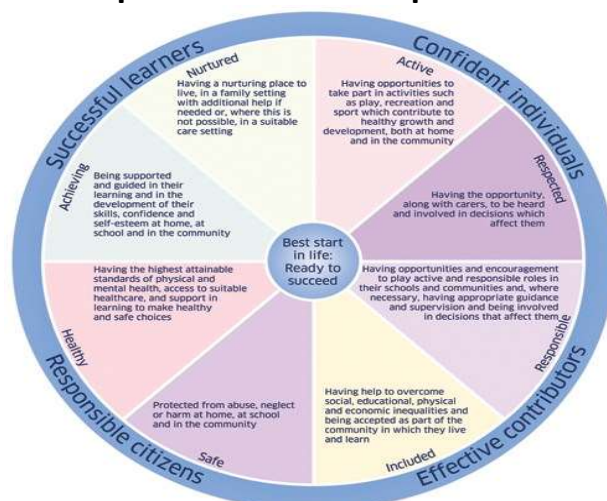
Nurtured

Active

Respected

Responsible

Included



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### GIRFEC – The 5 Practitioner Questions

GIRFEC places upon all practitioners working with young people to ask 5 key questions when dealing with any young person with needs. Staff should familiarise these questions and ensure that these 5 basic questions form the basis of any thoughts about young people requiring support. This approach supports the council's ***Staged Intervention Approach*** and ensures that if help can be given within the classroom then this is provided in the first instance.

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E  
C

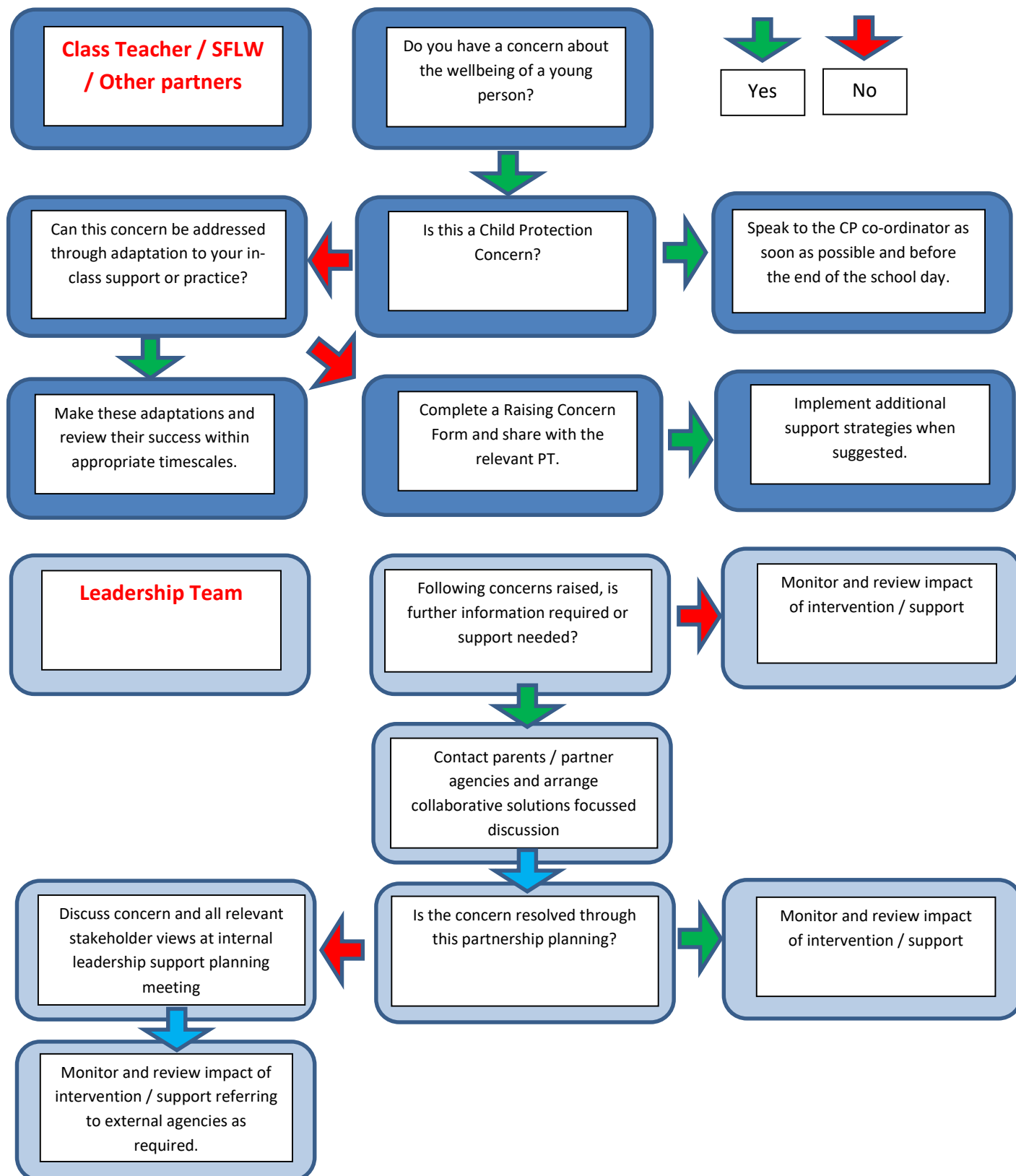
#### **The five questions practitioners need to ask:**

- ✓ What is getting in the way of this child or young person's well-being?
- ✓ Do I have all the information I need to help this child or young person?
- ✓ What can **I** do now to help this child or young person?
- ✓ What can my agency do to help this child or young person?
- ✓ What additional help, if any, may be needed from others?

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When supporting the wellbeing of young people in Cardinal Winning Secondary the flowchart below describes how support can be considered, accessed, implemented and reviewed:





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### Raising A Concern in Cardinal Winning Secondary

When it is clear that a young person's needs cannot be readily met within the classroom by proportionate, timely and appropriate change to an individual's practice or pedagogy, then **a Raising A Concern** form should be completed. Please note that behavioural concerns come under additional needs legislation and as such all referrals should be completed in this manner, including as a follow up to all calls to management for additional support during the school day.

The Raising a Concern Form is a Teams Form, digitally completed and accessed and actioned by the school leadership team. It indicates both the concern and also any steps already taken to address the concern, when relevant. Feedback is provided directly to those who raised the initial concern; this may be in informal dialogue, through further discussion around the concern or electronically. When appropriate the concern and action taken is further recorded by the leadership team within Pastoral Notes.

### Management Support

We recognise that for some of our pupils the school day is a demanding and anxiety provoking experience. As such, members of the leadership team are available to provide extra support and assistance throughout the school day. Staff may request this additional support by contacting the school reception or in some instances outlined within individual Risk Assessments, directly via walkie-talkies provided.

Any request for such support **must be followed up with a Raising Concern form** to provide additional detail and to ensure clarity and understanding around instances of extreme distress or dysregulated behaviour. This allows for focussed intervention or appropriate adaptation to pupil experience, minimising the opportunity for future concerns.

### Support for Learning Workers

Our Support for Learning Workers provide assistance above and beyond that of the class teacher in specified classrooms. They work in partnership with teaching staff within curricular areas, helping to ensure that all pupils can access learning experiences that are appropriate to their individual needs. Support for Learning Workers take direction from class teachers who remain responsible for all young people in their class; their role may include supporting on a 1:1 basis, working with small groups or working out with the classroom environment when alternative work spaces are required. In addition, their role includes supervision at break and lunchtime and on school visits and excursions.

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#### School structure

All learning experiences and interactions are underpinned by diligent application of the Nurture Principles. Recognising the broad and varied developmental stages of our pupils within year groups cohorts, we aim to create small class groups in which pupils can learn and flourish whilst more readily accessing support appropriate to their unique needs, skills and strengths.

Pupils are therefore viewed as part of the Broad General Education cohort or the Senior Phase cohort and classes are organised within these broader parameters. Care is taken to maintain friendships within these groupings as far as possible as an additional emotional support to our pupils.

#### Communication and Information Sharing

Principal Teachers have responsibility for the wellbeing and academic development of allocated pupils. To ensure appropriate classroom experiences, Principal Teachers create a detailed profile for each young person in their care, highlighting not only the barriers to learning faced but also providing an important insight into the strengths and skills of each young person in our school.

This information is regularly updated on the Pupil Information database; class teachers are responsible for ensuring suggested and/or agreed strategies are in place in every lesson and that Support for Learning Workers are familiar with their role in providing additional support and are therefore expected to be familiar with profiles and respond to updates as directed.

Annual and interim reviews of progress and support take place twice a year, with Parents' Evenings providing further opportunity to include parents in the support planning and review process.

All young people have both wellbeing targets and curricular targets, set and shared by Principal Teachers and subject teachers to ensure all staff are aware of and responsive to pupil need.



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### Transitions

We understand the importance of preparing our pupils for change; support is provided at all levels in a young person's school experience:

Arriving to school:

Support to ensure a good start to the day includes:

- Escort contact with Transport Co-ordinator to share concerns or observations. **These are communicated by e-mail to the leadership team each morning and disseminated as required**
- Playground supervision before school begins from 8.30am
- Tutor time wellbeing check, with alerts to leadership team of any pupil indicating anxiety or distress
- Information sharing with pupils about changes to staffing, day, routines etc
- Checking readiness to learn – ipads, consent forms, timetables, belongings, visuals are all in place

During the day:

- Pivotal routines at start and end of lesson to promote consistency and supported transitions
- **Consistent visual communication of lesson aims and activities**
- **Well planned lessons, with clearly defined starter and plenary routines / tasks**
- **Corridor supervision and support from class teachers / support staff**

End of day:

- Escort contact with transport co-ordinator / leadership team
- Tutor time programme of activities and to alleviate any anxiety from the day before returning home
- Supervised exit from the school building to transport

In addition, particular arrangements are in place to support transitions at key points of our pupils' educational experience.



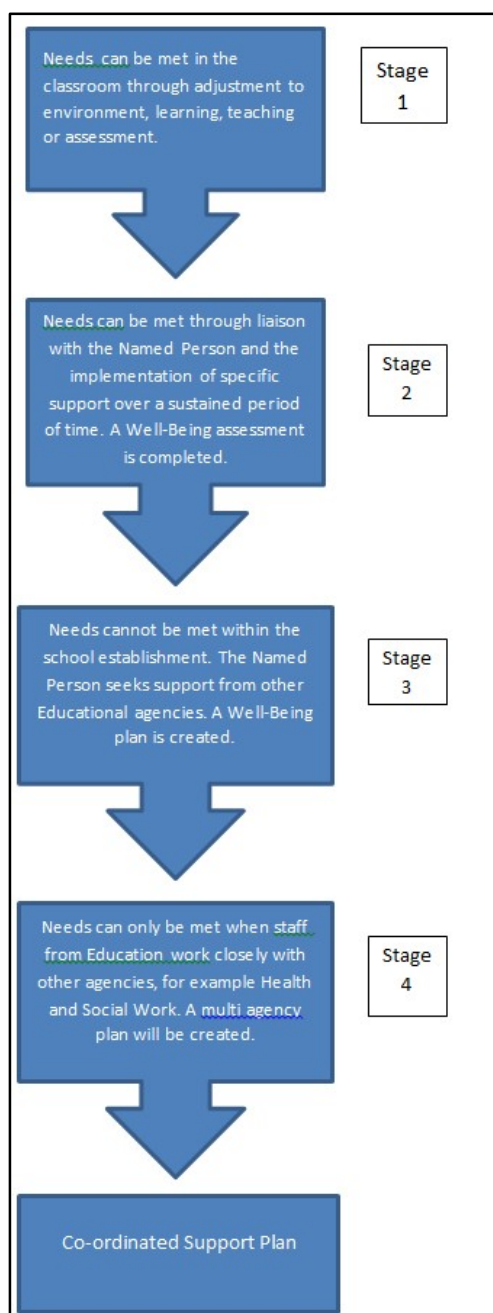
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### STAGED INTERVENTION

#### Assessing Well-Being and Planning targeted support

As teachers we all have a shared responsibility for identifying and assessing pupils who do not seem to be making progress in learning and for taking action to support their learning and well-being.

A staged intervention framework guides us in meeting additional needs in a solutions focused and timely way.



The starting point for Staged Intervention is the expectation that teachers will meet the needs of learners within their classrooms.

**Teachers will record pupil targets and achievements within Departmental Tracking systems.**

Well-designed curricular programmes and high quality teaching and learning give every young person the best opportunities to learn, grow and develop.

All children and young people will normally participate in setting learning targets and monitoring their own progress. Class teachers forward planning documents should contain additional strategies required, regularly monitored and reviewed.

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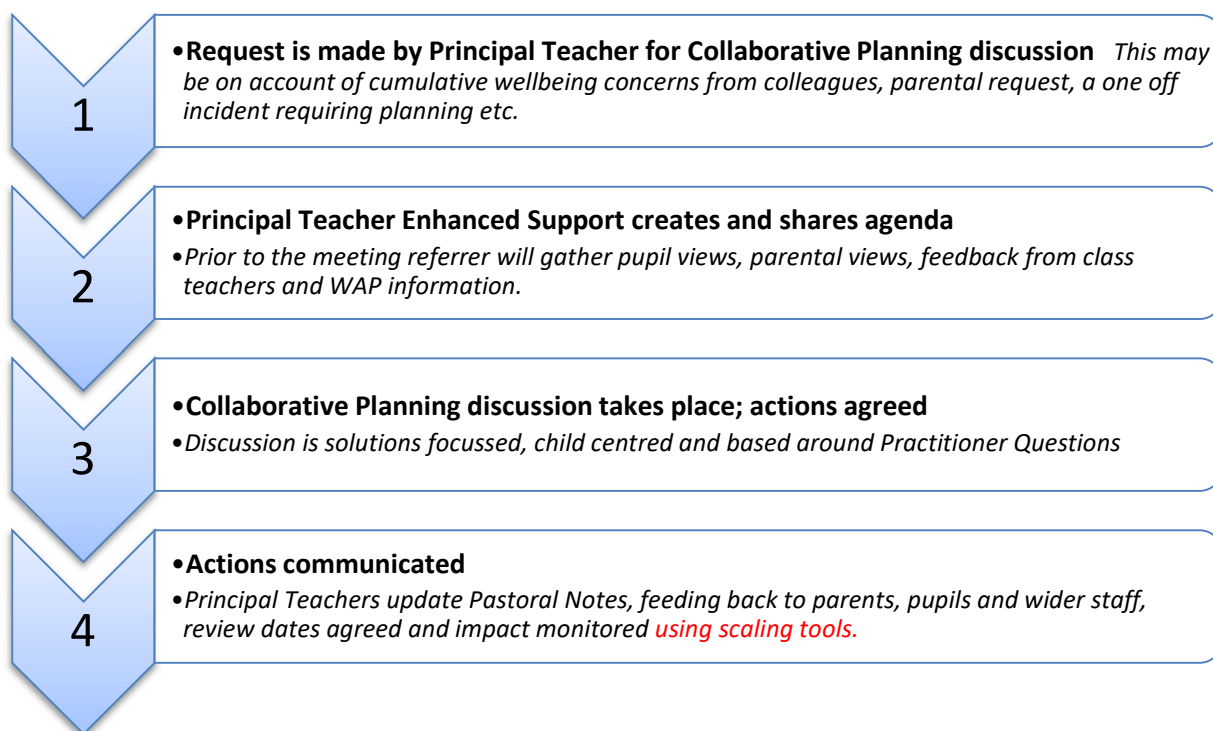


### Collaborative Planning Meetings

We recognise the range of skill, knowledge and expertise within our school team. We understand and value the benefit of solutions focussed, collaborative planning to ensure best outcomes for pupils about whom concern may arise. As such a weekly meeting facilitates child-centred discussion around the barriers that may present as a challenge to the successful inclusion of some young people in our school.

These meetings are attended by the Principal Teacher who has responsibility for the young person being discussed and a core team comprising the head teacher, at least one Depute and the Principal Teacher of the Enhanced Support department. When possible, other Principal Teachers will attend and contribute to discussion.

The chart below highlights the expected practice:



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### Language and Communication Friendly Establishment

In recognition of our inclusive practice, particularly for those pupils facing language and communication barriers, we have been awarded status as a Language and Communication Friendly Establishment.

We are committed to ensuring that all our pupils are included in all the learning and social opportunities available in school irrespective of communication needs and the perceived barriers these may cause. We are diligent in our determination to create an environment that promotes successful communication, supports development and ensures inclusion in school and beyond.

In our school

- Signage is written and pictorial with Widgit used consistently by all to support understanding
- All teaching and support staff use simple Makaton in daily interactions
- PSHE and Life Skills lessons provide opportunity to develop Makaton skills, as do Tutor time activities
- All staff notice and comment positively on pupil actions and communication to highlight success and achievement
- Visuals support pupil understanding of lesson structure and planned activities
- Lesson planning takes account of the diverse communication needs of our pupils with opportunity for all to participate, contribute and achieve
- In discussion, pupils are "cued in"; processing time is given when required; effective communication is modelled and encouraged at all times
- Play and friendships are supported in a variety of lunchtime clubs, in wellbeing activities and in the playgrounds at break and lunchtime
- Digital tools are used to support communication
- Additional support and guidance is sought from Speech and Language colleagues when required as part of wellbeing planning processes
- All pupils are treated with kindness and respect and supported to share their views in ways that reflect their communication needs and stage of emotional development

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### Additional Info: Care Experienced Children

At Cardinal Winning Secondary we recognise the unique experience and circumstances of our Care Experienced pupils and afford them an extra layer of support and guidance. Reflecting the foundations that are articulated in "The Promise" our Care Experienced pupils are listened to, valued and validated and supported to develop relationships in the workplace and wider community. Our care for them includes close partnership working with families or those who care for them. Our school systems ensure that the right support is there for them at the right time.

|             |        |
|-------------|--------|
| Voice       | Care   |
| People      | Family |
| Scaffolding |        |

### Care experience definitions

In UK law children in care are referred to as "looked after children". A child is "looked after" if they are in the care of the local authority for more than 24 hours. Legally, this could be when they are:

- living in accommodation provided by the local authority with the parents' agreement
- the subject of an interim or full care order or, in Scotland, a permanence order
- the subject of an emergency legal order to remove them from immediate danger
- serving time in a secure children's home, secure training centre or young offender institution
- Un-accompanied asylum seeking children.

For example, Scotland's definition includes children under a supervision requirement order. This means that many of the "looked after" children in Scotland are still living at home, but with regular contact from social services. A child will stop being "looked after" when they are either adopted, returned home or turn 18. The local authority will continue to support children leaving care at 18 until they reach 21.

### **Why do some children become looked after?**

The vast majority of looked after children have become 'looked after' for care and protection reasons. Some will have experienced neglect or mental, physical or emotional abuse. Some parents are unable to look after their children because of their own substance misuse or poor parenting skills.

Although there is no absolute criteria for determining whether or not harm is significant, local authorities such as social services, police, education and health agencies work with family members to assess the child, and a decision is made based on their judgement.

Children and young people with complex disabilities sometimes need to be looked after in specialist residential schools. Similarly, vulnerable unaccompanied minors seeking asylum and young people who have been illegally trafficked into the UK may also become looked after to ensure their well-being. A small minority become looked after following involvement in the youth justice system.

**Under the provisions of the Children (Scotland) Act 1995, 'Looked After Children' are defined as those in the care of their local authority. The majority will come into one of these categories:**

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### **Looked After at home**

Where the child (or young person) has been through the Children's Hearings system and is subject to a Supervision Requirement (regular contact with social services) with no condition of residence. The child then continues to live in their regular place of residence (i.e., the family home).

### **Looked After away from home**

Where the child (or young person) has either: been through the Children's Hearings system and is subject to a Supervision Requirement with a condition of residence being the child is cared for away from their normal place of residence, by foster or kinship carers, prospective adopters, in residential care homes, residential schools or secure units.

### **Kinship Care**

If a looked after child cannot remain with their birth parents they can be placed by a local authority in the care of family or friends, for either a short or long period of time.

Under the Looked After Children (Scotland) Regulations 2009, these 'kinship carers' are defined as "a person who is related to the child (through blood, marriage or civil partnership) or a person with whom the child has a pre-existing relationship".

**Where do children in care live?** - Children in care can be:

- living with foster parents
- at home with their parents under the supervision of social services
- in residential children's homes
- other residential settings like schools or secure units.

### **Supports in place within school for Care Experienced:**

- Any young person who is Looked after will have regular reviews with their Principal Teacher to identify using **the My World Triangle**:
  - How the child or young person is growing and developing.
  - What the child or young person needs from the people who look after him or her.
  - The impact of the child or young person's wider world of family, friends and community.
- The purpose of these interviews will be to monitor their progress/attainment/targets/ well-being/ homework and to ensure they are settled and attending in school using the **Well Being Wheel tool** to record observations, events and concerns and as an aid in putting together a child's plan.
- The Principal Teacher will meet regularly with Social Worker/carers to ensure that the young person has all the resources needed to achieve all they can within school.
- The young person will be offered the services of our school counsellor as some young people may need additional support to talk through how they are feeling.
- The young people who are care experienced in our school have other barriers to their learning and are already supported to access the curriculum. Like all pupils in our care, our Care Experienced pupils have individualised Support Plans (WAPs) and departmental targets.

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**What is your role in supporting Care Experienced Learners?**

- Familiarise yourself with the Care Experienced Learners within your class to ensure that if you notice any change in behaviour/effort/homework or concerns you can raise them with the Principal Teacher as soon as possible.
- As a class teacher you will hold valuable information about the progress of the Care Experienced child in your class. In general, Care Experienced Children within schools do not want other learners to know of their status. ***It vital therefore that you are discrete in your manner/dealings with the Care Experienced child*** to ensuring their needs are met within your class but ensuring confidentiality at all times.
- You will be asked for progress reports by the Principal Teachers on a regular basis. These progress reports will then be fed back to social work colleagues where there are Looked After Reviews.

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*This policy reflects our values and mission as a  
Catholic school and will be reviewed in June 2025.*

*ML Macdonald  
Head Teacher*

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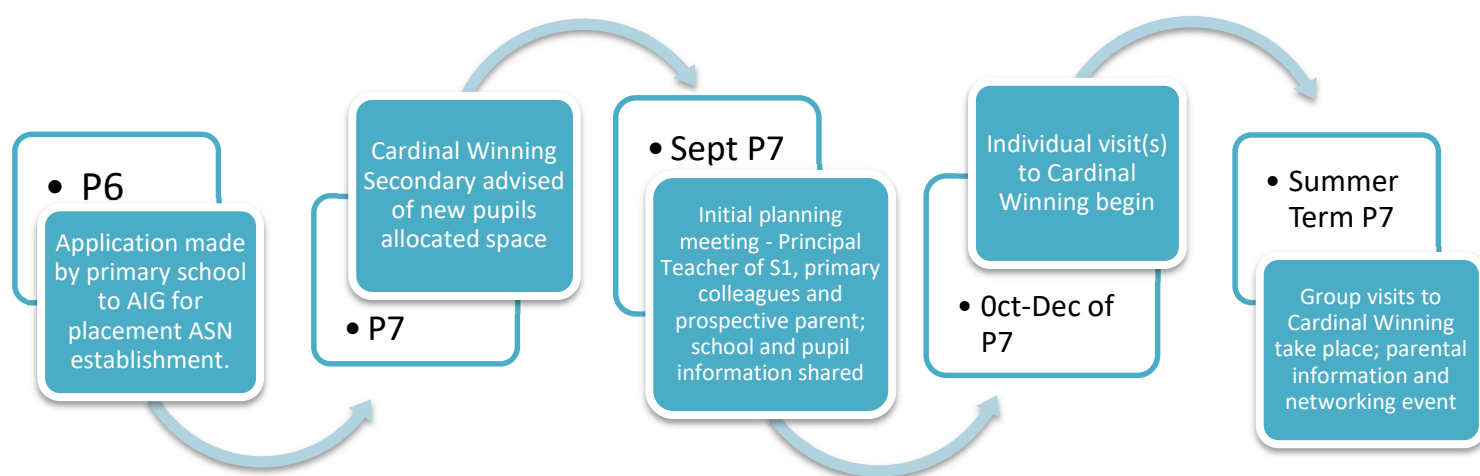


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## Transitions

We understand the significance of change for all of our pupils and recognise that the transition from primary school to secondary school requires considered and careful planning to minimise distress and anxiety. We value the positive relationships we foster with parents and place value in working in partnership to proactively alleviate parental concerns at key moments of change. The diagram below provides an overview of the support offered to ensure a successful start to any child's arrival in our school. (This assumes AIG placement decisions are made before the end of P6; for some pupils it may be later; the process for transition remains the same, timings may differ)



Equally we take appropriate account of our shared responsibility to prepare our pupils for adulthood. We understand that for many of our families and our pupils leaving school represents an enormous challenge emotionally and at times comes with significant financial implications. Our Leavers Transition process, overseen by key members of our Developing the Young Workforce team therefore ensure robust planning is in place for every child leaving our school, securing appropriate destinations or experiences for every pupil that supports continued growth and development and increases opportunity for community inclusion. It can be summarised as follows:

