



Castlehill Primary School and ELR



Personalised Support Position Statement



Mandy Thompson and Lesley McLean: October 2025



At Castlehill we follow Including Every Learner: Policy and provision for children and young people with additional support needs in East Dunbartonshire Council. This policy reflects and complies with national policy as well as legislation and practical guidance such as:

- *Education (Scotland) Act 1980.*
- *Standards in Scotland's Schools etc. Act 2000.*
- *The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended).*
- *Equality Act 2010.*
- *The Children and Young People (Scotland) Act 2014.*
- *East Dunbartonshire Parental Engagement Strategy 2018.*
- *Scottish Government Guidance to Education Authorities on their duty to provide education in a mainstream setting unless certain exceptions apply 2019.*
- *The Review of additional support for learning implementation.*
- *The National Improvement Framework.*



Including Every Learner 2023.pdf

The ethos and values embedded within Castlehill support all children. As a Gold Rights Respecting School since 2008, our values are embedded within the life and work of the school accepting difference and successfully including all children.

The curriculum within Castlehill strives to ensure that experiences provided are meaningful, engaging and appropriately challenging for all learners.

The staff at Castlehill work hard to understand all learners and identify any barriers to learning and how to support them.

Staff reflect on the following when ensuring their classrooms are inclusive:

- Physical environment;
- Social environment;
- Structures and routines.

When meeting the needs of individual learners, staff reflect on:

- Motivations
- Attention and concentration skills;
- Organisation and planning skills;
- Posture and mobility;
- Dexterity and manipulation skills;
- Verbal and non-verbal communication skills;
- Social emotional and relationship skills.

This includes partnerships with local community partners to develop skills for learning, life and work.

Our teachers will plan engaging and interesting learning experiences which are assessed, evaluated and used to inform next steps in learning. Working in this way supports raising attainment by addressing individual learning needs.

Social, Mental and Emotional Wellbeing is an integral part of our children's development. At Castlehill we celebrate a strong, established nurturing environment which accepts difference. We have trained staff in Seasons for Growth, LIAM (Let's Introduce Anxiety management) as well as strong partnership working with the schools Educational Psychologist, Supporting Families Team, Home Link Officers and Lifelink Counsellors.

Transitions

All transitions are carefully planned in partnership with parents/carers and learners. Careful transition planning has a huge impact on the success of transitions from home to early years, early years to school, between primary and secondary school. For our more vulnerable pupils, an enhanced transition is provided.

Meeting Children's Needs

Castlehill Primary and ELR is made up of Tier 1 and Tier 2 provisions:

- **Tier 1 - Mainstream.**

Within our mainstream at Castlehill children are supported through differentiation of the curriculum, aspiration of the learning environment and individualised support as required.

Our Depute Head Teacher, Lesley McLean is our Additional Support Needs Coordinator. She will support the identification of needs across the whole school and advises on programmes of support for individuals and groups.

- **Tier 2 - Enhanced Learning Resource.**

This provision will include specialist teaching approaches, small group learning as well as access to the mainstream learning environment.

Castlehill is supported by a range of education professionals, including specialist teaching staff, available for consultation, assessment and direct intervention to support changes in the learning environment and teaching strategies to better meet learner needs. They include:

- Quality Improvement Officers (Primary/Secondary/Early Years and ELR)
- Educational Psychologists
- ASN Support Manager
- Inclusion Support Officers
- Education Support Teachers (peripatetic and based within school)
- Sensory Service
- Assistive Technology support

Targeted Intervention Groups (TIGS)

For children who are just on track, or with support, could be on track, Targeted Interventions will be put in place. These usually take place around Nov and March. They could be implemented by either the class teacher, or another member of teaching staff. These will usually focus on Literacy, Numeracy or Health and Wellbeing. Parents should be notified before their child starts a TIG. Teachers implementing any TIG should liaise with DHT for letters to be issued.

Learning Support

The school has an allocation of 1.0 Educational Support. Children who receive learning support, will be those working below their peers and are unlikely to be on track. Parents should be notified before their child starts any specific learning support.

Staged Intervention

There is a staged approach to providing effective support for pupils at Castlehill:

1. Differentiated Planning

All staff will plan termly to meet the wide ranging needs in their class. Planned activities, with forward plans, will show ways in which differentiation by process, product, content and environment have been considered.

2. Universal Support

Children on this level of support planning will usually have difficulties accessing learning and require additional, differentiated supports. This may include areas such as:

- attention and concentration;
- organisation and planning;
- posture and mobility;
- dexterity and manipulation;
- socialising, emotions and relationships;
- verbal and non-verbal communication.
- Sensory experiences

3. Targeted Support (Individual Action Plan):

Some learners may need additional support to access learning to that provided at universal level. This may include more targeted support from other school staff, e.g. LIAM or from other agencies e.g. School Nurse, Ed Psych, Home Link Officer, Language and Communication Outreach.

Children who have an Action Plan will also require a detailed wellbeing assessment.

For children who are on the caseload of our Educational Psychologist, Team around the Child (TAC) meetings are regularly held with staff and parents/carers where progress is reviewed. Decisions are made as to whether targets identified have been met, if more time is needed to address learning or wellbeing needs, or if other agency involvement is required. ED Psych may not always need to attend meetings.

Children with medical conditions that do not impact on learning, but require actions from staff, should have a HealthCare Plan.

Children who do not require routine medical needs or health care support, but who require specific steps to be followed in the event of an emergency should have a Pupil Emergency Procedure Plan.

Pupil Support Groups

Pupil Support Groups (PSGs) take the place at least once a term with the focus on individual children and/or issues arising for the establishment. Meetings normally involve the ASN Coordinator within the school, Educational Psychologist and at times, class teachers. Speech and Language Therapy may attend in accordance with the Service Level Agreement. Other agencies may be involved as the school considers necessary and according to the needs of the individual child. Children will only be discussed at PSG with parental consent.

Coordinated Support Plans

Where a child's needs are considered to be long-term (over a year) and require a significant amount of co-ordinated support from agencies additional to education, consideration would be given to a Co-ordinated Support Plan (CSP).