

## Advice on moving from nursery to primary school

If you need additional support at school, this can be provided for you. Here is some information about how your school can work to arrange the right support for you:

North Lanarkshire Council has adopted a staged intervention framework that enables schools and other establishments to provide the most appropriate and least intrusive level of support for children and young people with additional support needs.

The framework has four levels of intervention.

During level one, classroom teachers use their understanding of health and well-being to assess and identify the additional needs of the child or young person, and then provide support using existing classroom resources according to a personal learning plan.

At level two, the school specifies support from within the school to meet the needs of the child or young person. This is often in the form of support for learning teachers or assistants, specialised training for staff or specialised resources. It is likely that a *Getting it Right for Me* plan will be drawn up, identifying the resources and strategies used to target the additional need.

At level three, specialist resources might need to be accessed from the Education, Youth and Community Service. This might include an Educational Psychologist or specialist teachers such as sensory support teachers, English as an Additional Language teachers, literacy specialists etc.

At level four of the staged intervention model, resources are required from services outside of education, such as social work, health or voluntary services. If these resources need detailed co-ordination, a co-ordinated support plan or child's plan may be required.

## **Additional Support from within the education service**

Additional support for children and young people in schools may take many forms and use a variety of resources within the education service.

Most schools are able to provide some targeted support from within their own staff allocation, which may include Classroom Assistants, Additional Support Needs Assistants, classroom teachers and promoted staff. Where there is a need for support beyond these resources, the Head Teacher may make a Request for Assistance to access specialist support from within the

education service or other Council departments. Each locality has a number of specialist teachers who provide direct support for pupils who have sensory impairments, use English as an Additional Language, have literacy needs, are looked after and accommodated by the local authority, require specialist technology support or who have language and communication difficulties. These visiting specialists can be accessed through a Request for Assistance to the locality Additional Support Manager.

Educational Psychologists assess learning needs and advise schools on ways of meeting those needs. Their professional judgement is very important in planning for learning and for making decisions about support and specialist resources.

North Lanarkshire has a number of specialist provisions. Some operate as additional support schools and others as units within mainstream schools. The Additional Support Schools provide small classes for children and young people with social and behavioural emotional needs, severe and complex learning needs, and moderate learning needs. There are language and communication support centres across the authority. These are specialist units within mainstream schools. They provide opportunities for children and young people with language disorders or language

delays to receive intensive support while accessing the curriculum with their peers in a mainstream setting.

## **Key stages of transition within the school system**

There are several stages of a young person's school career that might require additional support. The key stages of transition are:

- Moving from a nursery to P1.
- Moving from primary to secondary school.
- Moving to or from specialist provisions.

Most schools will offer enhanced transition at these points for pupils who may have additional support needs. These enhanced transitions may include starting the transition process much earlier and increasing the amount of contact with the new establishment prior to the move. Parents should request an enhanced transition if they feel this would benefit their child.

Transition within the school can be difficult for some pupils. Buddying and enhanced transition can usually be arranged to reduce these difficulties.

*This information is provided by H&SC North Lanarkshire Council  
Transition team.*