



## Introduction

At Baltasound Junior High School, we are committed to ensuring that every child is included, supported, and able to learn to their full potential. We recognise that some pupils need additional support: for learning, wellbeing, social/emotional, physical, sensory, or other needs. Our ASN & Inclusion Policy is designed to uphold the national requirements, reduce barriers to learning, and ensure equitable access to education for all.

This policy is guided by national Scottish legislation and guidance, and supported locally by the Shetland Education Outreach Service.

## Aims

We aim to:

- Identify and address barriers to learning early and effectively.
- Provide appropriate, efficient, and timely support for pupils with additional support needs.
- Foster an inclusive ethos in which all pupils feel valued, respected, and able to participate in all aspects of school life.
- Work in partnership with parents/carers, pupils, Shetland Education Outreach / Outreach Workers, Educational Psychologists, and other relevant agencies.
- Regularly review provision, outcomes, and progress, adapting support to meet changing needs.

## Roles & Responsibilities

Role	Responsibilities
<b>Children's Services Executive Manager / QIO for Inclusion</b>	Advice and support for all matters concerning ASN and Inclusion. Provide ASN/Inclusion training/resources required by the school. Allocate ASN Teacher and Learning Support hours (as per Support for Learning allocation) based on school need.
<b>Headteacher / SLT</b>	Ensure policy is implemented; allocate resources; ensure staff are trained; monitor effectiveness; liaise with local authority and services; identify/plan interventions; attend Child Plan meetings (where appropriate);
<b>ASN Teacher</b>	Oversee identification, support plans (e.g. IEPs / Child's Plans), coordinate with class teachers, LSW team, external services; maintain records; identify/plan interventions
<b>Class Teachers / Learning Support Staff</b>	Early identification of ASN; differentiation in planning and teaching; liaise with ASN Teacher and Learning Support team; record progress; record/implement/evaluate interventions; adapt learning and assessment; maintain high expectations.
<b>Pupils / Parents / Carers</b>	Participate in planning, setting of targets, reviews; share information about needs and what works; support learning at home.
<b>External / Local Authority Services</b>	Provide specialist input, assessment, training, outreach support (e.g. Shetland Education Outreach / Outreach Workers, Speech & Language, Educational Psychology Services).

## Support & Provision

- **Assessment & Identification:** Using classroom observation, screening, diagnostic assessment, and referrals.
- **Support Planning:** Child's Plans/IEPs where needed, with measurable targets and regular reviews.
- **Inclusive Teaching:** Differentiated Support, flexible grouping, assistive technology and Additional Assessment Arrangements (AAR).
- **Use of Outreach / Specialist Services:** Partnership with Shetland Islands Council Children's Services, the Shetland Education Outreach Service, Educational Psychology, Speech & Language Therapy, and other partners.

- **Staff Development:** Ongoing professional learning, CPD opportunities and working with the Workforce Development Team

## Monitoring, Review & Evaluation

- Regular reviews of support plans with pupil, parents, and staff.
- Tracking of outcomes: academic, wellbeing, and social.
- Feedback from pupils and parents to inform improvement.
- Self-evaluation and evaluation of interventions

## Policy Review

This policy will be reviewed bi-annually (every two years), or sooner if national legislation or local needs change. Reviews will involve pupils, parents, staff, and services to ensure it remains fit for purpose.

**Date:** June 2025

**To be reviewed:** Bi-annually

## References & Useful Links

- Education (Additional Support for Learning) (Scotland) Act 2004:  
[https://en.wikipedia.org/wiki/Education\\_%28Additional\\_Support\\_for\\_Learning%29\\_%28Scotland%29\\_Act\\_2004](https://en.wikipedia.org/wiki/Education_%28Additional_Support_for_Learning%29_%28Scotland%29_Act_2004)
- Guidance on the Presumption to Provide Education in a Mainstream Setting:  
<https://hub.careinspectorate.com/media/3434/guidance-on-the-presumption-to-provide-education-in-a-mainstream-setting.pdf>
- GTCS National Framework for Inclusion:  
<https://www.gtcs.org.uk/knowledge-base/articles/national-framework-for-inclusion>
- Education Scotland – Inclusion, Wellbeing and Equalities Professional Learning Framework:  
<https://education.gov.scot/professional-learning/leading-professional-learning/inclusion-wellbeing-and-equalities-framework>
- Shetland Council – Education Outreach Service:  
<https://www.shetland.gov.uk/support-pupils/education-outreach-service>
- Shetland Educational Psychology Service:  
<https://www.shetlandcommunitydirectory.co.uk/listings/educational-psychological-services>
- Scottish Government – Additional Support for Learning Policy:  
<https://www.gov.scot/policies/schools/additional-support-for-learning>
- Children & Young People’s Commissioner Scotland – ASN rights:  
<https://www.cypcs.org.uk/resources/ecyp-asl-dec23>
- Education Scotland – *How Good is Our School?* (4th Edition):  
<https://education.gov.scot/inspection-and-review/inspection-frameworks/how-good-is-our-school-fourth-edition-hgios-4>