

Supporting learners – from early years to positive, sustained destinations

Legislation and policy

Supporting children and young people's learning sits within a range of national **policies, legislation, strategies and frameworks**.

Universal support

All staff have a responsibility to take a child-centred approach which promotes and supports **wellbeing, inclusion, equality** and fairness. This entitlement to universal support for all children and young people is rooted in the environment in which they learn – along with its related ethos and relationships.

Across settings and in every learning context, **personal learning planning** sits at the heart of support for learners. It is critical that young people are offered planned opportunities which provide the right support to allow them to realise their potential for **achievement**. Therefore, a focus on learning and progress is important in contributing to the universal aspect of support.

All children and young people should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well and with whom they have a mutually trusting relationship. This **key professional** should have a holistic overview of the young person's learning and personal development.

Entitlement to support

'Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.

Building the Curriculum 3

- Review of learning and planning next steps
- Gaining access to learning activities which will meet their needs
- Planning for opportunities for achievement
- Preparing for changes and choices and support through changes and choices
- Pre-school centres and schools working with partners

Targeted support

Targeted support is any additional focused support which children or young people may require for short or longer periods of time to help them overcome barriers to their learning. The need for **additional support** can arise from, for example, **specific learning difficulties**, social, emotional or behavioural needs, bereavement or family issues. Support may also be required to ensure progress in learning for **highly able** children and young people.

This approach also encompasses children and young people who require **more choices and more chances** to achieve positive, sustained post-school destinations.

Targeted support is usually co-ordinated by staff with additional training and expertise through a **staged intervention** process. Depending on the level of need, this support may be delivered by a classroom practitioner, specialist staff or partners, such as health professionals.