

## **Additional Needs**

Health And Social Care Standards:

*1.1 I am accepted and valued whatever my needs, ability, gender, age, faith, mental health status, race, background or sexual orientation.*

*1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential.*

*1.15 My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.*

*3.12 I can understand the people who support and care for me when they communicate with me.*

*3.13 I am treated as an individual by people who respect my needs, choices and wishes, and anyone making a decision about my future care and support knows me.*

Stramash, as an organisation, believes that children should be treated as individuals and equality of opportunity should be provided for all children and families. Inclusion is an entitlement for all service users and the setting recognises that everyone will benefit when all children are given the same opportunities to share in the experience of the setting. As per the guidance in **Space To Grow** (2017)<sup>1</sup> Stramash will provide a safe and secure environment which recognises and values diversity and ensures all children should feel a sense of belonging.

Stramash recognises that additional needs can be short-term, long-term or circumstantial and may include but are not limited to whether a child is disabled and/or has additional support needs (ASN), is learning English as an additional language, lives in a socio-economically deprived area, is living on a low income or has challenging family circumstances. As per the guidance, **Getting It Right For Every Child** (2007)<sup>2</sup> Stramash aims to support all children and families in a way that is effective and beneficial to them, with progress being monitored by staff who know and understand the child and their family.

If a child attending Stramash is identified as needing additional support, Stramash staff will coordinate with the child's family in the first instance to organise the support necessary. There may also be a necessity to liaise with other agencies such as Health Visitors, SALT (Speech and Language), Educational Psychologists or specialists. Parents/carers and professionals should work in partnership to ensure the child's individual needs are being met. As per the guidance in **The Education**

---

<sup>1</sup> [Space To Grow \(2017\) Scottish Government](#)

<sup>2</sup> [Getting it Right For Every Child \(2007\) Scottish Government](#)

**(Additional Support for Learning) (Scotland) Act (2009)**<sup>3</sup> it is everybody's responsibility to ensure that appropriate support is in place to enable all children to reach their full potential.

In order to facilitate this support, Care Plans (Stramash localised) or Child Plans (multi-agency) may be set up detailing the additional support required. These plans will help support the child's learning and development, be consistent with his or her needs, interests and stage of development and be implemented as appropriate. A record of the child's progress will, in collaboration with the parents, be kept. The content of the record is confidential. The record will be shared regularly with parents and appropriate support and guidance offered through parental involvement and partnership.

#### **Transitions:**

In line with the ***Getting it Right for Every Child*** (2007) guidance, Stramash recognises due care and attention must be given to the parents, carers and child's need for time to settle into the setting when they first arrive at Stramash, and how this process is specific to their individual needs. Stramash staff aim to work in partnership with parents or carers to settle the child into the setting's environment in a way that is meaningful and enriching to them.

When children move on to another setting (ie nursery or school), the Team Leader will ensure that any information held about the child is passed onto the new setting to make the transition as seamless as possible. There may also be opportunities to arrange visits for the child and other professionals e.g. teachers if necessary, to help with the transition, or adapting the transition process to benefit the child - ie extended the transition process, regular visits and a Stramash staff member accompanying the child where possible.

For more information, see Stramash's Transition Policy.

---

<sup>3</sup> [The Education \(Additional Support for Learning\) \(Scotland\) Act \(2009\) UK Government](#)