

# SUPPORTING LEARNERS –

Delivering the entitlement to support in Curriculum for Excellence



[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

## Who is entitled to support?

- Building the Curriculum 3 sets out a range of entitlements for **all** children. These include the commitment that every child and young person is entitled to support to enable them to:
    - gain as much benefit as possible from the opportunities which Curriculum for Excellence can provide
    - move into a positive and sustained destination.
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- **Universal support**  
All children and young people are entitled to (personal) support wherever learning takes place.
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- **Targeted support**  
Some may need additional support because of, for example, disability, health, social or emotional factors either short term or throughout their learning journey.

## Supporting Learners – what does this mean for my practice?

- **Universal support.** All practitioners and partners have a responsibility to deliver the universal entitlement including developing positive relationships, pastoral care and welfare. All staff should consider and support different aptitudes and opportunities for achievement and challenge across the curriculum when planning and delivering learning and teaching.

Day-to-day conversations about learning, reviewing and planning next steps are important aspects of universal support.



- A **key adult** should have a holistic overview of the learning and personal development of each child and young person.

Who is this? In an early years setting or primary school this is usually the early years practitioner or class teacher. In secondary, the role has traditionally been carried out by promoted guidance staff. However, establishments are increasingly moving towards developing all teachers as key adults, eg by enhancing the role of form tutors or mentors.

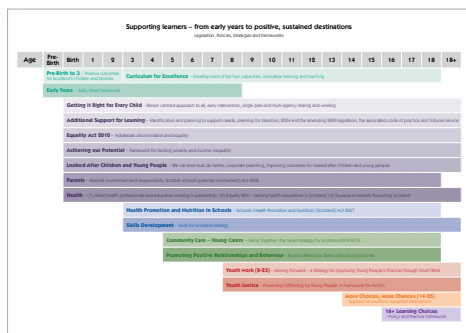
All practitioners and partners have a responsibility to deliver the universal entitlement including developing positive relationships, pastoral care and welfare.

- **Targeted support.** Staged intervention frameworks ensure that assessment and support are co-ordinated by staff with additional expertise. Depending on the nature of the support required, it may be delivered by early years practitioners/class teachers or in partnership with specialist staff and partners.



# Where can I find the key facts?

- The National Framework – supporting learners from early years to positive, sustained destinations summarises the key messages and provides links to further information.
- There are two documents, which can be downloaded from the Supporting Learners area of the Education Scotland website [www.ltscotland.org.uk/supportinglearners](http://www.ltscotland.org.uk/supportinglearners).



An overview of the entitlements with links from key words to relevant pages on the website

Legislation, policies, strategies and frameworks which relate to supporting learners

## Where can I find out more?

- Education Scotland website - Supporting Learners with links to key documents and examples of practice.
- Supporting Learners National Glow group which can be accessed from the national groups list on Glow.



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