

## Overview

The Support for Learning Department at Wellington School supports and enhances provision for pupils who have additional support needs (ASN). This additional Support for Learning is given to young people who require extra help or support to fully access the curriculum and reach their full potential.

A child, or young person, is said to have ASN in they need adaptations to learning or additional support compared to what is ordinarily provided to pupils at that age/stage of school. Children can require support for many different reasons, so support does not only apply to pupils who have long-term learning difficulties or disabilities. Support is based on the individual and may be required throughout their time at school but often will be required for shorter time periods. As a child progresses through the school, support needs may change and provision will be adapted to reflect this.

The focus of the department is to promote independence, as far as possible, and to ensure that the best interests of the child are always at the heart of what we do in our provision. Barriers to learning may arise from specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues. Additional support may also be required to ensure progress in learning for the gifted and able, looked after children and young people, young carers, Travellers, asylum seekers and those for whom English is not a first language.

The Support for Learning department is managed by the Head of Support for Learning who oversees provision in the school from Nursery to S6. In the Junior School, there are two part-time SfL teachers. For teaching colleagues, Support for Learning staff provide early intervention for emerging literacy and numeracy difficulties, consultancy on specific learning difficulties and learning differences as well as cooperative teaching. The department plays an integral part in the identification of needs at all stages throughout the school. The Support for Learning department liaises with external agencies to ensure recommended strategies from professionals are embedded.

## Aims

The Support for Learning Department in Wellington encourages pupils to maximise their individual achievements academically and otherwise by providing opportunities to:

- Develop self-esteem and self confidence
- Develop strategies to support learning
- Increase independence
- Use ICT to enhance learning
- Achieve their full potential, with interventions or additional support as required.

The department aims to:

- Identify and address support needs quickly and efficiently through close communication with parents/carers and class/subject teachers. (Appendix 1)
- Work within SQA guidelines to provide Assessment Arrangements that are right for the individual pupil's needs
- Promote inclusive strategies and support for pupils with ASN in every classroom
- Ensure that every child has an equal opportunity to achieve their full potential.
- Provide support that is appropriate, proportionate and timely.
- Make reasonable adjustments in school to support pupils

## Junior School

Support for Learning in the Junior school places a high emphasis on early intervention. Support for Learning staff work closely with the teachers to identify additional support needs and put in place interventions at an early stage. Additional Support may take place within the classroom setting where SfL staff collaborate with class teachers to allow pupils access to the curriculum at their own pace and ability. Where specific interventions may be required pupils, may attend the SfL classroom where there is a range of resources which encourage learners to develop skills through a variety of learning approaches. SfL teachers write reports for any pupil with continuous extracted SfL support and meet with the parents at least once per year.

All parents/carers will be offered the opportunity to have their child screened in school for dyslexia in Primary 4. Dyslexia can present itself differently in every individual and can affect children across all abilities.

## Senior School

Support for Learning in the Senior School changes as the curriculum varies and the demands are more complex. There is a greater emphasis on pupils developing the independence, resilience and confidence which will allow them to succeed in the challenges of Senior School. Specialist subject teachers are best equipped to deliver the curriculum and the role of SfL focuses on supporting class teachers through providing advice and guidance on the identification of learning needs and how these can be accommodated within the classroom. Additional support may be offered to pupils within classes or extracted, to receive further support on an individual basis or part of a small group.

The SfL department works in close liaison with subject teachers to help pupils develop suitable strategies to support their learning and become independent learners. All ASN pupils have a pupil support plan available to all teaching staff, setting out their strengths, challenges and detailing support strategies. This is used by the subject teachers to support differentiation in the classroom. The Head of Learning Support meets each pupil on a one to one basis at least once per year to review support in place. SfL staff write reports for any pupil with continuous extracted SfL support and meet with the parents at least once per year.

Support for Learning staff in Senior School coordinate all Alternative Assessment Arrangements for SQA exams alongside the School SQA Coordinator. These arrangements are designed to enable pupils with an identified support need to demonstrate their ability in compliance with SQA guidelines. Early identification of needs allows us to trial different approaches to exam support so that assessment arrangements can be tailored to the pupil's specific needs in each subject.

## Supporting Pupils with an identified Additional Support Need (ASN)

Every pupil with an identified Additional Support Need (ASN) will have a Pupil Support Plan (PSP) for the duration of the time they need support for. The level of support and strategies for support will vary between individuals and a staged intervention programme is used.

The Pupil Support Plan (appendix 2) is a working document that will change and adapt as a pupil progresses through school, based on their needs. An Action Plan may be required for pupils who require specific targeted intervention and who have regular, active involvement from at least one outside agency.

### Staged Intervention (STINT)

**Stage 1** (In-school only) Support in school by the SfL staff/class teacher. Pupil Support Plan required.

**Stage 1b** Support required within school, but outside the class eg. Pupil Support Plan required.

**Stage 2** (In-school and one other agency) Child's needs cannot be supported in full by the school so regular, active support from an outside agency is required. Pupil Support Plan and Action Plan required.

**Stage 3** (Multi-agency) Child's needs require the support of more than one outside agency. Pupil Support Plan and Childs, Plan required.

Any further investigation or assessment with an Education Psychologist or external assessor will be arranged by parents/carers and costs absorbed by them.

## **Inclusive Classrooms**

At Wellington, we aim to have Inclusive Classrooms. This is where basic adjustments to teaching and learning are subtly made to support learners. This approach is designed to complement the individual's Pupil Support Plan and is adapted based on current research, guidelines and educational thinking.

## **Inclusive Support**

Inclusive support is support that is provided by the SfL department within the child's typical classroom environment. SfL teachers are directed by the class/subject teacher to support individuals or small groups. Sometimes this may include taking a small group out of class to work on some consolidation of learning or a skill. The support aims to complement and enhance the teaching and learning.

## **Extracted Support**

Where necessary, the SfL department also provide extracted support for individuals. This is where the pupil is taken out of lessons to attend direct programmes or interventions. Arrangements for extracted support will vary depending on an individual's needs and it may be necessary for the short or long term. In the Junior School, this may involve extraction for Memory Group, Movement Group, Spelling, Phonics, Reading, Maths, Social Skills/Stories or any other appropriate intervention or programme. From P7-S2, most support at Wellington is inclusive. However, some pupils may need extracted support at this stage and this will be decided with the involvement of parents/carers, the Head of SfL and senior management based on a thorough evaluation of the pupil's needs. At S2 subject choice stage, a pupil with additional support needs and their parents/carers may be advised by the Head of SfL, who liaises with Senior Management, Year Heads and Heads of Departments, that a reduced number of courses should be taken in S3/4 to allow for SfL timetabled curricular provision. This provision provides curricular support as well as targeted work, study skills and embedding strategies to support the learners needs. (Appendix 3)

In S5/6 pupils may have extracted support where they wish to continue with the support they had previously or require short term intervention. This is arranged on an individual basis. The Head of SfL is available at Parents' Evenings and also may be contacted at any time: [rjakeman@wellingtonschool.org](mailto:rjakeman@wellingtonschool.org)

## **SfL Base**

The SfL base has a wide range of support tools that pupils can gain access to throughout their school day. This includes: flashcards, stress balls, ear defenders, headphones, coloured overlays, reading rulers, laptops and other technological support tools. The SfL base has a sensory area with bean bags, reading books and dimmer lighting overhead so that a safe, quiet and relaxing space is accessible for any pupil who needs to access this environment. A wide selection of professional reading literature is available to staff members to enhance understanding of ASN and how to best support pupils. There is also a range of books to support families and young people with ASN, which can be borrowed and taken home for a time.

## **Assessment Arrangements**

Some pupils with ASN may require specific arrangements at SQA examinations and for some, or all, tests and assessments. The Pupil Support Plan for each individual has recommendations about what particular arrangements may be required. Pupils will be encouraged to have a say in their arrangements and the arrangements for assessments should, where suitable, reflect the pupil's typical modes of accessing learning in class. Technology such as text to speech software, ICT and digital exam papers will be utilised wherever possible to encourage independence in access to tests and examinations.

## **A summary of Assessment Arrangements for SQA examinations/assessments**

Assessment arrangements allow candidates who are disabled, and/or have been identified as having additional support needs, appropriate arrangements to access the assessment without compromising its integrity. Candidates are individuals with a diverse range of needs and it is important that we consider the individual assessment needs of candidates when considering the most appropriate assessment arrangements.

“Not all candidates with assessment needs will be disabled and, conversely, not all disabled candidates will necessarily require assessment arrangements to enable them to access an assessment and demonstrate their attainment. In all cases, it is the individual assessment needs of candidates that should be the basis for the provision of an assessment arrangement. To this end, SQA requires that all centres have effective internal quality assurance systems and procedures in place to identify and 6 Support for Learning Policy verify candidates’ need for assessment arrangements.” (SQA, Assessment Arrangements Explained: Information for centres, 2016), updated 2022. ([www.sqa.org.uk](http://www.sqa.org.uk))

More information and clarity on Assessment Arrangements procedures can be found in our Wellington SQA Assessments Arrangements Policy.

RJ  
Jan 2023



## Raising Concerns Procedure

### Raising a concern

A concern may be raised by a parent, carer, pupil, staff member, or outside agency in regards to a pupil's learning and/or potential barriers to learning or school life. The pupil may already have identified/known additional support needs or may be a new referral to the Support for Learning department.

### Recording a concern

This concern should then be recorded formally by the teacher raising the concern (or who had the concern raised to them by a parent, carer, pupil or outside agency) on an Identification of Concern form (IOC) form (Appendix 1). This form should then be discussed with and submitted to the SfL department. Junior staff should, in the first instance, submit IOCs to Junior School SfL staff who will then discuss the IOC with the Head of Junior School and Head of SfL. Senior staff should submit IOCs to the Head of Support for Learning.

### Investigating a Concern

This may include gathering work samples, conversations with relevant staff/the pupil/ parents/carers, observations of the pupil in class, or carrying out screeners/ testing. The class/subject/form teacher raising the concern should inform parents about the concerns they have. The SfL department will seek permission from parents (this can be verbal or written) to carry out any formal screeners or assessments with a pupil.

### Addressing a Concern

After investigation it may be established that: no further action is necessary and further monitoring is required, some form of action needs to be taken to support the pupil (intervention/support tool/ adaptation to classroom environment etc.) and/or that the pupil requires further assessment/support from an outside agency or agencies. The SfL department will advise on this stage based on their investigation into the concern. Parents and pupils (where age appropriate) will be involved with any decision regarding a referral to an outside agency.



**IDENTIFICATION OF CONCERN**

Pupil's Name:

Class:

Teacher name:

Concern expressed by:- Parent:

Teacher:

Pupil:

Other:

Please indicate

**Box 1:** Cause for Concern

**Box 2:** What has been tried to address these concerns?

**Box 3:** Background information (health, attendance, etc.) if relevant.

**Box 4:** Any additional information relevant to the concern

**Box 5:** What do you feel the next step(s) for learning should be?

Signatures

Teacher: \_\_\_\_\_

SfL Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Action: For SfL department to complete.

Implement, in class, recommendations from SfL dept:

Yes

No

Further investigation/intervention necessary:

Yes

No

**ATTACH TO THIS FORM ANY RESULTS FROM FORMAL ASSESSMENTS OR EXAMPLES OF WORK WHICH MIGHT BE USEFUL**



**Pupil Support Plan**

<b>Stage Intervention Level:</b>	
<b>Name:</b>	<b>Year Group:</b>
Summary of additional support needed:	
Support strategies:	
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	
Notes for assessment arrangements:	
<b>SHANARRI Notes:</b>	<b>Pupil Comment:</b>
<b>Additional Notes:</b>	

<b>Checklist</b>	
Outside agencies have been/are involved in support	
Pupil receives extracted SfL support (see this year's overview for details)	
Safety plan in place	
Referral pending	

Teacher:

Date:

**Exemplar of Structured SfL Support in S3/S4**

Support for Learning Plan	Term 2		
<b>Week Beginning:</b>	SfL Support Period 1	SfL 2	SfL 3
	Curricular Support	Mindmapping	Curricular Support
	Curricular Support	Note Taking	Curricular Support
	Curricular Support	Time Management	Curricular Support
	Curricular Support	How do we learn?	Curricular Support
	Curricular Support	Organisation	Curricular Support
	Curricular Support	Study Skills	Curricular Support
	Curricular Support	Working Memory	Curricular Support
	Curricular Support	Study Skills	Curricular Support

**Curricular Support:**

Working towards Learning Priorities within curricular subjects as identified by subject specialist teacher and pupil. Support encompasses strategies tailored to the pupils needs in order to maximise pupil potential.

Flexible approach to supporting curriculum

**Targeted Support subject to change depending on the needs of the pupils.**