



**Our Lady's High School**  
**SCHOOL POLICY and ARRANGEMENTS**  
**Support For Learning**

**Reference No. D29**

**Produced / Revised: January 2004**

**AIMS / RATIONALE**

“We wish to see an education system that is inclusive, welcomes diversity and provides equal opportunities for all children to develop their personality, skills and abilities to their fullest potential”

*(Moving Forward, Scottish Executive, 2003)*

This vision is supported and actively promoted in Our Lady’s High School.

In order to achieve this, our aims are;

- To provide a flexible and staged structure of provision for meeting SEN
- To suitably adapt, individualise, differentiate, enhance or elaborate the curriculum to meet the needs of all pupils
- To ensure the earliest possible identification of any individual learning needs which may necessitate additional support
- To use and provide teaching strategies and resources to meet the needs of all learners
- To promote positive attitudes among staff, parents and pupils
- To create an ethos of achievement and high expectation and to enhance the self esteem of all learners
- To involve parents/carers and the child in planning for progress in individual learning
- To provide staff development to support all staff in providing for individual needs
- To provide a coherent, continuous and progressive service for pupils from associated primary schools by liaising with parents and staff prior to transition; working with individual pupils at P7 stage; collating and disseminating information on incoming S1 pupils to staff
- To use the expertise of other agencies when necessary

*School Policy File*



## **MAIN ELEMENTS OF POLICY. ORGANISATION & IMPLEMENTATION**

### Identification of Needs

It is essential to identify as early as possible pupils who have additional support needs. The following procedures are used to support staff in identifying these needs:

- Liaison with associated primary school staff and parents through reports, meetings and visits allow initial identification of pupils who require additional support.
- Baseline Assessment is administered to S1 pupils identified as requiring additional support to provide a starting point for appropriate targets to be set in consultation with staff, parents and pupils
- National Test results provide information on pupil attainment and next steps
- Pupils who transfer into school without information on previous attainment are assessed in basic skills by the Support for Learning Dept. to enable class teachers to plan and provide an appropriate curriculum.
- Ongoing classroom assessment allows for class teachers to identify any pupil whose progress is giving cause for concern. Referral to the Support for Learning Dept. can be made at any time through direct consultation with staff or through formal referral via the Pupil Assessment Team

### Assessment

The purpose of assessment is to:

- identify strengths and weaknesses
- form a basis for further teaching
- monitor progress
- evaluate teaching materials and strategies

A wide range of screening, criterion referenced, diagnostic and standardised tests are available in the Support for Learning Department.

- When individual pupils are referred to the Department, tests will be carried out as appropriate
- Parental permission will be sought for formal testing to be carried out on individual pupils
- Permission is not normally sought for screening tests
- Screening and diagnostic results will be discussed with parents and forwarded to the appropriate Year Group Head, Pastoral Care staff, Heads of Departments and relevant class teachers

### Formal Examinations.

### School based examinations including National Testing.

Pupils with learning needs will have strategies and special arrangements devised for them throughout their school career so that they may have access to the curriculum

*School Policy File*



and an opportunity to demonstrate their true attainment despite a variety of barriers to learning. These may include:

- A reader
- A scribe
- Use of a tape recorder
- Use of a computer
- Differentiated worksheets

Support which is available to these pupils during their normal timetable will be available during examinations. The Department will assist other departments in the administration of this support. The P.T. Support for Learning will liaise with the appropriate DHT and Heads of Departments to co-ordinate the special arrangements which are required.

### S.Q.A.

The SQA allows special arrangements to be made for pupils who have special educational needs.

The Support for Learning Department will hold files on these pupils, beginning in S1 (or earlier) as evidence of a specific educational need. This file will include:

- Results of assessments
- Examples of class work
- Examples of supported work
- Records of support which has been given

The special arrangements which shall be requested will be a continuation of the arrangements which have been granted for school based examinations.

The P.T. Support for Learning will liaise with the relevant DHT to co-ordinate the arrangements.

### Transition from Primary to Secondary Education.

Our aim is to provide a continuum of education throughout a pupil's school career. This is particularly important for pupils with learning needs as the secondary system can add to or create learning difficulties. The Support for Learning Department has an important role to play in the provision of information and advice to staff, and there must be a carefully defined system for collating and disseminating this information. In the course of the year

- The Department will work with feeder primaries to identify those with learning and behavioural difficulties as early as possible.
- Relevant information will be sought from primaries and collated by Support for Learning. This information will include:
- Information on the type of difficulty
- Information on special arrangements already in place to assist these pupils to access the curriculum
- Relevant information on programmes of work which have been followed

*School Policy File*



- Recommendations for future support
- Relevant background information

Support for Learning will liaise with the wider Pupil Support Team and the relevant DHT in collating a list of pupils identified as experiencing learning/behaviour difficulties.

- In May, a register of all transferring pupils with these difficulties will be collated by the P.T. Support for Learning
- At the beginning of the new session, the register will be distributed to all staff. This information should be treated with sensitivity as its aim is to alert staff to possible difficulties and strategies, and not a definitive statement of how pupils will perform

## **RESPONSIBILITIES**

The Support for Learning Department should operate by a process of collaboration across the whole school, fostering a coherent, continuous and progressive approach to learning for all pupils throughout their secondary education. To promote effective planning, development and implementation of policies and practices, it is important for Senior Managers, Pupil Support staff, Heads of departments, subject teachers and Support for Learning staff to work together. Therefore, there is a definitive role for each of these groups within the context of Support for Learning.

### Senior management has corporate responsibility to:

- Ensure that Support for Learning policy is implemented as part of school policy
- Ensure sufficient resources are available for the Department
- Ensure that all staff are aware of the range and diversity of learning difficulties and the principles of Support for Learning policy by assisting the P.T. Support for Learning in providing adequate in-service training opportunities

### DHT Link:

- Act as liaison between Senior Management and the department
- Ensure liaison with wider Pupil Support Team
- Attend departmental meetings when appropriate/necessary

### Pupil Support Staff:

- Liaise closely with Support for Learning staff regarding pupils with learning needs
- Refer to the Department any pupil they suspect of having learning difficulties
- Inform Support for Learning staff of relevant background information which may affect a pupil's learning

- Support for Learning staff have responsibility to alert Pupil Support staff to relevant information regarding the well-being or learning of pupils

#### Heads of Departments

- Ensure staff are aware of their responsibility for the early detection of difficulties
- Liaise with P.T. Support for Learning to ensure that pupils and staff are being supported appropriately
- Review results of formal and informal assessment to identify areas of curricular or pupil difficulty and, where necessary, to consult with P.T. Support for Learning

#### Subject Teachers

- Design or select appropriate programmes to match the range of pupils ability
- Be sensitive to the range and diversity of learning needs
- Use appropriate methodology

#### Support for Learning Staff

The remit of Support for Learning staff is to fulfil 5 main roles as outlined in EPSEN (Scottish Office 1995). Each of these roles interact with each other:

- Consultancy
- Co-operative Teaching
- Direct Tuition
- Liaison / communication with parents
- Staff Development

#### Principal Teacher Support for Learning

- In addition to the roles stated, the Principal Teacher is responsible for:
- Reporting to and liaising with the Senior Management Team
- Managing the Department's budget and ensuring that resources are appropriate
- Maintaining records for identified pupils, including effective operation of IEP's
- Liaising with psychologists and other outside agencies to provide appropriate support for pupils
- Attending case conferences for pupils with special educational needs/learning difficulties
- Prioritising the learning needs of the pupils and constructing an appropriate timetable with suitable deployment of Support for Learning /Behaviour Support staff
- Administration and the day to day running of the Department
- Deployment and management of auxiliary staff

Individual departments are responsible for providing appropriate resources for pupils of all abilities. However, Support for Learning staff are willing to advise on suitable materials for pupils with learning difficulties.

### Staff Development

Staff development is provided formally for all staff members through:

- In-service presentations and workshops, provided in collaboration with Senior Management staff - in particular the department's link DHT member.
- Advice on appropriate resources in response to pupil's needs
- Demonstrations of new technology

### **RESOURCES & STAFF DEVELOPMENT**

Individual departments are responsible for providing appropriate resources for pupils of all abilities. However, Support for Learning staff are willing to advise on suitable materials for pupils with learning difficulties.

### Staff Development

Staff development is provided formally for all staff members through:

- In-service presentations and workshops, provided in collaboration with Senior Management staff - in particular the department's link DHT member.
- Advice on appropriate resources in response to pupils' needs
- Demonstrations of new technology

Within the Department, staff development is organised:

- Through a variety of CPD activities including attendance at in-service courses directed at supporting learning needs.
- Departmental Meetings
- In-service for auxiliary staff
- Proactive preparation for responding to pupil needs (in response to 'Presumption of Mainstreaming' Act 2003)

### **MONITORING & EVALUATION**

Monitoring and evaluation of Support for Learning policy and arrangements will take place at school, departmental and individual level.

The main responsibility for Departmental monitoring and evaluation lies with the Principal Teacher.

Evaluation will be:

- Informal as well as formal
- Continuous as well as periodic
- Based on as wide a range of information as possible
- Based as far as possible on objective, measurable data

Performance and practice will be regularly reviewed through:

- Departmental Meetings
- Departmental Plans
- Local/National Policy

*School Policy File*



- Recent Legislation

The document 'How good Is Our School' provides Quality Indicators which assist in evaluating the effectiveness of assessment and policy arrangements.

The process of monitoring and evaluation will lead in turn to appropriate changes being made.

The monitoring and evaluating process will include pupil self evaluation and parental comment.

This will be achieved through

- The target setting process
- Tracking and monitoring of IEP's
- Formal 'end of unit' pupil self evaluation forms
- Parental feedback

### **SUPPORTING ADVICE & GUIDELINES**

- A variety of Local and National policies have a particular significance for the Support for Learning Policy and provide key sources of advice and information. These include:
  - How good Is Our School
  - Language 5-14
  - Mathematics 5-14
  - School 'Assessment, Recording and Reporting' policy
  - Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002
  - Moving Forward – Additional Support for Learning (Scottish Executive)
  - Disability Rights Commission Code of Practice (Disability Discrimination Act 1995 – Part 4)
  - Moving To Mainstream (The Inclusion of Pupils with Special Educational Needs in Mainstream Schools HMIE)
  - Guidance on Special Assessment Arrangements (SQA)
  - School Policy D17: Learning and Teaching

*School Policy File*

