

2013

SUPPORTING LEARNING



'Aim for the Highest'

POLICY DOCUMENT

Rationale

"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

Every young person has the right to benefit from education and to fulfil their potential. To achieve this, some require additional support on a short term or long term basis. Supporting Learning works to meet the special needs of a significant number of learners with diverse learning, physical, social and emotional difficulties. Similarly, The Hearing Impaired Department works to meet the needs of those learners who have a sensory impairment.

The Support for Learning Department and Hearing Impaired Department work closely with colleagues, parents and professional agencies to ensure barriers to learning are minimised. The two departments adhere to the Inclusion Initiative as defined by North Lanarkshire Council and the whole school policy for Inclusion. It is understood that Inclusion is a process, not a fixed state.

Additional support needs exist where, for whatever reason, the young person is or is likely to be unable, without the provision of additional support, to benefit from school education provided or to be provided for the young person.

Additional support means provision that is additional to, or otherwise different from, the educational provision made generally for children of the same age in schools (other than special schools) under the management of the education authority for the area to which the young person belongs.

Support for Learning is a term used to address supporting the learning of those young people who have additional support needs and a hearing impairment at Dalziel High School.

The Support for Learning Department

The Support for Learning Department utilises Additional Support Needs Assistants (ASNAs) and Support teachers to help pupils access the curriculum. Additional staffing input is provided from Area Network Support.

Each pupil's needs are different:

- Some are supported in the Support for Learning Department where they follow an individualised planned programme or, if appropriate, work in a small group
- Others benefit from in-class support in targeted subjects.
- One to one support for study techniques is also in place.
- Differentiated and individualised homework programmes can be provided, when appropriate, and often strengthen the partnership between school, parent and pupil.
- Provision is made for those who require their social times to be supervised.

Group work

Group work plays a role within the Support for Learning Department. In S1 and S2 group work may be used to allow pupils to progress in the literacy and numeracy areas as well as to teach or reinforce appropriate social skills. . . . Appropriate interventions are put in place, tailored to individual pupil need. Within the Support for Learning Department some S6 pupils are involved in the Buddying Programme for Paired Reading, supporting specific subject needs and practising reading and scribing skills needed for assessments.

Support for Learning is a term used to address supporting the learning of those young people who have additional support needs and a hearing impairment at Dalziel High School.

The Hearing Impaired Department

Most of the hearing impaired pupils attending Dalziel High School have a severe/profound hearing loss. This has serious implications for the development of language and speech. Teachers of the Deaf work in conjunction with mainstream staff, the Speech and Language Therapist and Educational Audiologist to maximise each pupil's opportunities. The Department uses a natural oral approach supported by the use of a Soundfield Speaker system.

To achieve the fullest possible inclusion of individual hearing impaired pupils into the mainstream curriculum, the department provides:

- individual/group support from trained Teachers of the Deaf in mainstream classes
- some S6 pupils are involved in a peer buddying programme to support hearing impaired pupils in the junior school
- tutorials in the Hearing Impaired Department which will prepare for/reinforce class lessons (The level of extraction will depend on the perceived needs of each pupil)
- support to revise and consolidate lessons taught in mainstream classes and support to contribute to pupil's health and wellbeing within education.

Hearing loss has serious implications for the development of language for a child and since language is central to all curricular areas, modification may be necessary, differentiating course work to meet the needs of individuals.

All pupils are encouraged to make full use of any residual hearing they may have. Pupils should have hearing aids best suited to their hearing loss and may wear two aids, have a cochlear implant or bilateral cochlear implants. Pupils are expected to take responsibility for the care of their own hearing aids. Those pupils with cochlear implants have a responsibility to attend Crosshouse Hospital in Kilmarnock where a specialist service operates to

Support for Learning is a term used to address supporting the learning of those young people who have additional support needs and a hearing impairment at Dalziel High School.

meet operational needs. All hearing impaired pupils will use a soundfield system where available to assist them in mainstream classes.

The Depute Head (Support for Learning) also manages the peripatetic visits to pupils who have a hearing impairment and have chosen to attend their local mainstream secondary school in North Lanarkshire. A similar rationale and practice extends to the peripatetic pupils.

Aims of The Support for Learning Department and The Hearing Impaired Department

Our aim is to support all our pupils to achieve their potential and become

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Through a consistent, equitable and transparent approach we also aim to:

- Ensure pupils' needs are recognised early on in their school life and appropriate support given
- Detail an identification and review system to best meet the needs of pupils requiring additional support
- Outline the roles and responsibilities of teachers, school staff and specialist support services
- Ensure the views of pupils and their parents/carers are taken account of when making decisions which affect them

Staged Intervention Process

Staged intervention is a process that is used to identify, assess and support the learning needs of the pupils in our school. North Lanarkshire Council uses the Getting it Right for Every Child intervention model. This is known as GIRFEC. The aim of GIRFEC is to promote the need for integrated working within the areas of education social work and health. This staged intervention process provides:

Support for Learning is a term used to address supporting the learning of those young people who have additional support needs and a hearing impairment at Dalziel High School.

- A named person in education who will be a contact for parents/carers and other agencies
- A record of intervention and achievement for individual children as they progress through school
- An inclusive approach which involves parents/carers, pupils, relevant staff and support services. The young person should be fully involved in planning for their personal learning.
- Agreed learning and support plans which record the needs of individual pupils
- A solution focussed approach to resolving issues early and at the least level of intrusive intervention
- A structured monitoring and review cycle

Identification and Assessment

We assess each pupil's learning and support needs through a consideration of:

- Norm referenced tests
- Criterion referenced assessments
- Checklists of behaviours and skills
- Pupil profiles and previous records

and through information provided:

- By parents/carers
- Through consultation with other professionals
- In examples of past and current work
- Tracking and Monitoring
- In minutes of review meetings and case conferences
- Through psychological assessments
- By pupils support interviews

Support for Learning is a term used to address supporting the learning of those young people who have additional support needs and a hearing impairment at Dalziel High School.

The assessment will enable staff to build a profile of:

- The pupil's needs as a learner
- Curriculum issues
- Social skills and relationships
- Emotional behaviour



Stage 1

A pupil is identified as having additional support needs. These needs can be met within the resources of the classroom. For example, differentiation, a particular teaching style, visual timetables, a different seating arrangement.

The class teacher, through discussion, plans for, evidences and monitors this intervention i.e. forward planner. This will support dialogue, engage the young person in their learning and inform all involved.

It is important that the parent/carer is kept informed by the relevant PT throughout the process, particularly when it is clear that additional support will be required for the young person to access the curriculum.



Stage 2

A pupil is identified as having additional support needs. A referral form (Appendix 1 is available for staff to complete if they feel that all strategies at Stage 1 intervention have been employed but the young person is still not progressing. These needs can be met within the resources of the school, not normally found in the classroom, for example, Support for Learning teacher/Teachers of the Deaf. It is important to note that Staged Intervention allows for upward and downward movement to ensure that cases are not accelerated through the process without all possible strategies being tried.

The class teacher, through discussion, plans for, evidences and monitors this

Support for Learning is a term used to address supporting the learning of those young people who have additional support needs and a hearing impairment at Dalziel High School.

intervention. The PT, will in consultation with the class teacher and PT (PS/Guidance), try new strategies to help the young person. Parents/carers should be invited to the school to discuss strategies to support their young person.



Stage 3

At this stage other services within education but outwith the school are involved in the pupil's plan, for example, Sensory Support, Psychological Services, and Support & Microtechnology.

The young person's needs will be discussed at a Health and Wellbeing additional resource team (HART) meeting held in the school. It is essential that parents/carers should be invited to the school to discuss strategies to support their young person's Annual Review. Information Sharing Protocol paperwork must be completed at this stage, if not before, as information about the young person may be shared with other agencies.

An Additional Support Plan may be required.(Appendix 2) The plan will be drawn up by the designated teacher who will also write and/or co-ordinate the long-term and short-term targets. At this level of individualisation, there is a member of staff (Depute Head Teacher/Support for Learning) designated to have the overview of all pupils with ASPs.



Stage 4

At this stage it has been recognised that a child/young person requires additional support from at least one other agency/ service from outwith education, for example, Speech & Language Therapy, Social Work, Occupational Therapy. At this stage some young people may require a Co-ordinated Support plan. (CSP). (Appendix 3) A CSP is a statutory document

Support for Learning is a term used to address supporting the learning of those young people who have additional support needs and a hearing impairment at Dalziel High School.

that is subject to regular monitoring and reviews for those pupils who require one.

Staff may require further information from another agency and so the case would be referred to the school's Multi Agency Support team (MAST) meeting. MAST meetings will be organised and chaired by education. This group does not complete a plan as they are unlikely to have in depth knowledge about the case.

The agency that has the most involvement with the young person will chair the next meeting for the young person where the lead professional will be established. The work around this young person and family is discussed at any future MAST where the young person is not achieving outcomes within their plan.

Transitions

All children and young people go through transitions in their education. In some circumstances, education authorities will require to involve other agencies to ensure that the transition process is effective for certain children and young people with additional support needs. In planning effective transitions we adhere to legislative guidelines, ensuring that the process is effective and timely as outlined in North Lanarkshire's Support for Learning Policy Into Practice document.

Staff Roles & Responsibilities

Senior Management Team

The team will ensure an overview and the effective management of provision for pupils needs through the management of:

- Staffing and deployment of staff
- Staff roles and responsibilities
- Resources

Support for Learning is a term used to address supporting the learning of those young people who have additional support needs and a hearing impairment at Dalziel High School.

- Accommodation
- Budgets and finance
- Curriculum
- Links with external agencies

Depute Head (Support for Learning)

- Co-ordination of ASPs and CSPs
- Management, administration and organisation of the Hearing Impaired Department, including peripatetic remit, and Support for Learning Department.
- Management, administration and organisation of the input from the Area Network Support Team
- The Extended Learning Support Team and further development for the school strategy for Support for Learning
- Ensuring appropriate curricular provision in departments for full, accessible delivery of a relevant curriculum to all pupils with additional support needs – with appropriate assessment techniques
- Management of ASNA's and Classroom Assistants
- Providing support/advice and staff development
- Organisation of the special arrangements for all ASN pupils
- Linking with external agencies such as Educational Audiologist, Social Work, Speech & Language Therapist, Educational Psychologist, Careers, Home School Partnership Officer, Audiology Liaison Group, HIAT (Hearing Impaired Assessment Team), etc

Principal Teachers (Pupil Support)

- Promote the staged intervention process and a whole school approach to support for learning
- Work in consultation with others re: pastoral support
- Maintain detailed records of strategies/interventions and communicate these with the classroom teacher
- Support the process of additional support planning and co-ordinated support planning (where designated) re: pastoral care and pupil welfare

Support for Learning is a term used to address supporting the learning of those young people who have additional support needs and a hearing impairment at Dalziel High School.

- Provide support/advice and staff development

Support for Learning Teachers

- Promoting the staged intervention process and a whole school approach to support for learning
- Work in consultation with others
- Maintain detailed records of strategies/interventions and communicate these with the classroom teacher
- Support the process of additional support planning and co-ordinated support planning (where designated)
- Provide support/advice and staff development
- Communication with parents/external agencies

Teachers of the Deaf

- Provide support to pupils within mainstream classes
- Provide individual/group support within the HID
- Liaison with mainstream staff to plan lessons, develop resources and modify written texts
- Supporting pupils to maintain their hearing aids/cochlear implants
- Supporting pupils with special arrangements for assessments
- Provide support/advice and staff development regarding Deaf Awareness
- Curriculum support
- Support for pupils' health and wellbeing
- Communication with parents/external agencies
- Tracking and monitoring pupils' progress
- Monitoring Sound Field

Classroom Assistants

- Work under the supervision and direction of the classroom teacher
- Support the work of the classroom teacher to raise attainment
- Work with individual /groups of children

Support for Learning is a term used to address supporting the learning of those young people who have additional support needs and a hearing impairment at Dalziel High School.

- Reading/Scribing for pupils for examinations and assessments

ASNAs

- Assist with mobility and specialist equipment
- Assist with personal care of pupils
- Administer emergency medicines as required
- Assist with general supervision of pupils
- Support pupils to access all aspects of the curriculum
- Carry out preparation of materials as directed by class teachers
- Work with individuals/groups of children
- Attend reviews for children as requested Reading/Scribing for pupils for examinations and assessments

Subject Teachers

Teachers are responsible for educating pupils in their class and:

- Respond to individual needs
- Use a range of assessment techniques and teaching strategies to support children
- Consult with pupils, parents and other staff and visiting specialists as required to ensure appropriate interventions for the child
- Establish next steps, as appropriate

Involvement of Parents/Carers

Parents/carers can make an invaluable contribution to their child's education, not only by sharing the knowledge they have about their child but also by providing a supportive learning environment at home.

At Dalziel, parents/carers are encouraged to be involved in the education of their children by:

- Attending annual reviews
- Contributing to decisions that are made about how best to support learning needs through ASPs/CSPs

Support for Learning is a term used to address supporting the learning of those young people who have additional support needs and a hearing impairment at Dalziel High School.

- Communicating with relevant staff by telephone, interviews, e-mail, letter
- Use of homework diaries
- Attending parents' evenings /settling in reviews/primary 7 parents' evenings

The school will keep parents informed of their child's development and progress through annual reports. By giving copies of schemes of work, homework tasks and coursework assignments to parents/carers they can support their child's learning at home.

Staff recognise the knowledge and experience that parents have about their child and ask them for advice and help if their child is having difficulties at school.

The VTHI will provide parents with annual, termly or as appropriate, reports giving assessment details and recommendations to assist pupils to overcome barriers to learning in mainstream settings. Parents can request assessments/visits as required.

Pupil Voice

The idea of 'pupil voice' is to increase the influence of pupils in the provision of their own education by ensuring that their views are included when schools make key decisions. They have the opportunity to do this by:

- Participating in planning their learning through target setting in ASPs and CSPs;
- Attending review meetings;
- Making evaluations of their support in curricular and pastoral areas
- Using the GIRFEC 'What I Think' tool

Support for Learning is a term used to address supporting the learning of those young people who have additional support needs and a hearing impairment at Dalziel High School.

Resolving Disputes

In our school all staff will strive to resolve any concerns with understanding and open and honest communication. We will address any concerns with a solution focussed approach. If, however, a parent/carer remains unhappy, they should (in the first instance) speak with the head teacher.

Mediation is a voluntary process by which a neutral party (a mediator) can help those involved in a disagreement or dispute to work towards finding a solution. Formal procedures for resolving disputes include independent adjudication and the additional support needs tribunal. Support to access these procedures is available (in the first instance by contacting the head teacher).

Monitoring

Self-evaluation of the quality of learning and teaching and support for pupils is the responsibility of all teaching staff and the senior management team.

Quality indicators described in “How Good is Our School? 3” will be used to evaluate the ongoing effectiveness of this policy within the school.

In practice this will include:

- Observation of pupils in class
- Consulting class teachers, Support for Learning teachers, Teachers of the Deaf and, where appropriate, any other staff working closely with our pupils
- Monitoring and tracking pupil attainment
- Speaking to parents and carers
- Speaking to pupils
- Consulting pupil profiles

Evaluation & Review

This policy document will be reviewed annually, based on the self evaluation process. The next date for review will be October 2014.

Support for Learning is a term used to address supporting the learning of those young people who have additional support needs and a hearing impairment at Dalziel High School.

References

GIRFEC (Scottish Government) 2006

Count Us In: Achieving Success for Deaf Pupils / NDCS(HMIE) 2006

HIGIOS 3 (Education Scotland) 2007

Support for Learning: Policy Into Practice 2 (Scottish Government) 2010

Appendices

- 1 Referral Form
- 2 Additional Support Plan
- 3 Co-ordinated Support Plan

Support for Learning is a term used to address supporting the learning of those young people who have additional support needs and a hearing impairment at Dalziel High School.