

2018

# 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. 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 for Learning teachers to help pupils access the curriculum.

Each pupil's needs are different:

- Some are supported in the Support for Learning Department where they follow an individualised planned programme or, 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.

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## **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/aural 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
- 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.
- some S6 pupils are involved in a peer buddying programme to support hearing impaired pupils in the junior school

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 aids best suited to their hearing loss and may wear hearing 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

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Crosshouse Hospital in Kilmarnock where a specialist service exists to meet operational needs. All hearing impaired pupils will use a Soundfield System where available to assist them in mainstream classes.

The Depute Heads (Support for Learning) also manage 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

### **GIRFEC**

*“Getting it right for every child (GIRFEC) is the national approach in Scotland designed to improve outcomes and support the wellbeing of our children and young people by offering the right help at the right time from the right people”*

[www.GIRFECinNL.com](http://www.GIRFECinNL.com)

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In order to support our young people we adhere to the process of Staged Intervention to meet their needs.

### **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. The Staged Intervention process provides:

- 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:

- Standardised Tests
- Checklists of behaviours and skills
- Pupil profiles and previous records and through information provided by parents/carers
- Information through transition
- Consultation with other professionals
- Examples of past and current work

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- Tracking and Monitoring
- Minutes of review meetings and case conferences
- Psychological assessments
- Pupils' support interviews

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

### **Level 1 Universal (In School)**

A pupil is identified (usually by a class teacher) as having additional support needs. These needs can be met within the resources of the school.

This can be informed by a request for assistance within school. Staff can use the following to ascertain the appropriate supports:

- What I Think Tool/GIRFEC App
- GIRFme Plan (i) (ii)
- Classroom Planning
- SFL Referral Form
- Literacy Evaluation Form
- Round Robin

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

### **Level 2 Additional Support (Within Education, Youth and Communities)**

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Where Level 1 strategies have not supported the young person fully and progression is not evident, further support is required from within education. Advice and support is sought from specialists outwith the school but from within educational services. This forms a single agency plan using educational resources from outwith the school including monitoring and review of effectiveness by a multi-agency team as required eg, visiting teacher, educational psychologist, educational audiologist, etc. A named individual (Principal Teacher of Pupil Support/DHT Support for Learning) is responsible for co-ordinating the overall approach. A GIRFme plan is put in place. Short term targets are reviewed each term and long term targets are reviewed annually.

### **Level 3 Joint Working (Partner Agencies)**

At this stage other services outwith the school and education are involved in supporting young people. Further multi-agency assessments using the My World Triangle are used as an assessment framework. 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.

Support may be sought from agencies such as Social Work, Voluntary Agencies, Health, etc. Arrangements are put in place for monitoring and reviewing, involving parents and all professionals as required. A Lead professional is responsible for co-ordinating the overall approach. A Co-ordinated Support Plan (CSP) may be considered.

### **Level 4 Compulsory/Integrated working (Partner Agencies)**

External support is provided on a multiagency basis, where the child or young person's needs are identified as requiring support or planning from multi agency services and the support needs will last for more than one year.

Bilingual pupils are given the support of a language specialist.

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

### **Depute Head (Support for Learning)**

- Co-ordination of GIRFme Plans and Co-ordinated Support Plans (CSPs)
- Management, administration and organisation of the Hearing Impaired Department, including peripatetic remit, and Support for Learning Department.
- The Extended Learning Support Team and further development for the school strategy for Support for Learning

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- 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 ASNAs
- Providing support/advice and staff development
- Organisation of the special arrangements for SQA exams
- 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 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
- 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 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

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## **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

## **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

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- Consult with pupils, parents and other staff and visiting specialists as required to ensure appropriate interventions for the child
- Establish next steps, as appropriate
- Adhere to Stage 1 intervention procedures

### **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 GIRFme Plans/CSPs
- 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, access to IT programmes and web sites, 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 Visiting Teacher of Hearing Impaired pupils in mainstream secondary schools**

- Provides parents with annual, termly or as appropriate, reports giving assessment details and recommendations to assist pupils to overcome

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barriers to learning in mainstream settings. Parents can request assessments/visits as required.

- Is responsible for checking hearing aids/cochlear implants and all auditory equipment within the schools

## **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 GIRFme Plans and Co-ordinated Support Plans
- Attending review meetings
- Making evaluations of their support in curricular and pastoral areas
- Using the GIRFEC 'What I Think' tool where appropriate
- Participating in Pupil Voice meetings

## **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

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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? 4” 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
- Annual Reviews
- Termly GIRFme Plan reviews

### **References**

GIRFEC Policy Update (Scottish Government) 2017

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

HIGIOS 4 (Education Scotland) 2015

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

Children & Young People (Scotland) Act 2014

[www.GIRFECinnl.com](http://www.GIRFECinnl.com)

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