



ST NINIAN'S HIGH SCHOOL

School Policy No 3

SUPPORT FOR LEARNING

Aims

St Ninian's High School aims to have in place, arrangements for Support for Learning so that any pupil experiencing difficulties at any stage in their school career may receive assistance.

The aim of the Support for Learning Department is to ensure that the range of additional learning needs which exist within the school are identified and thereafter ensure that such pupils are provided with appropriate support, in order to maximise their potential.

Particular consideration will be given to those pupils who have identified Additional Support Needs (ASNs).

Objectives

- a) To create an atmosphere where the needs of each child are seen as important.
- b) To provide an appropriate curriculum for the full range of pupils.
- c) To be sensitive to the needs of children who are experiencing difficulties, either short term or ongoing.
- d) To develop an extended Support for Learning system which includes all teaching staff, our SfL Assistants, support for learning specialists, guidance staff, support agencies and parents. The Principal Teacher Support for Learning will coordinate this.

Rationale

In line with the Scottish Executive document, "Moving Forward Additional support for Learning", as well as consideration of the new "Additional Support for Learning (Scotland) Act 2004", St Ninian's High School intends to provide a system that is, "inclusive, welcomes diversity and provides an equal opportunity for all children to develop their personality, skills and abilities to their fullest potential".

In the context of current legislation, this policy will encompass the five national priorities of Achievement and Attainment, Framework for Learning, Inclusion and Equality, Values and Citizenship and Learning for Life.

Support for Learning (SfL) encompasses the range of approaches and services which promote effective learning and teaching.

It refers to the support provided to the pupils and their parents as well as support provided to teachers and other staff to enable them to meet the learning needs of their pupils effectively.

The class teacher is responsible for the learning programme for each member of the class. This includes the provision and management of appropriate learning resources, and the assessment, feedback and recording of pupil progress.

Every class will consist of a wide spectrum of learning needs, irrespective of the level of the course to be followed, and due attention must be paid to the different levels of ability within the class.



The class teacher should acquaint him/herself with relevant information about the class through reference to 5-14 levels, results of national exams and assessments, information from the Pupil Support Team (Support for Learning, Guidance, and Inclusion) and departmental records from the previous teacher.

The Support for Learning department will provide additional help to identify the additional support needs of pupils and will work with departments in addressing these needs.

Role of Support for Learning

SFL is delivered through five inter-related roles:

1. Providing consultations and support.
2. Cooperative teaching.
3. Direct tuition.
4. Arranging specialist services.
5. Staff/curriculum development.

Supporting Departments

The Support for Learning department can provide support for individuals or groups by adapting curricular materials, offering advice on teaching approaches, and providing information from specialist and support agencies.

Cooperative Teaching

Cooperative teaching is a mechanism to help all pupils in a class cope with the work of the class and to support individual pupils with special needs. It is vitally important that pre-planning takes place to clarify the role of each teacher and to establish the aims and objectives of the lesson, as well as the specific monitoring, assessment and recording procedures.

Direct Tuition by Support for Learning

This involves short term intervention for individuals or small groups to give them direct assistance to improve basic language and numeracy skills.

Specialist Services

Support for Learning staff and Guidance staff work closely with a number of other agencies to help individual pupils. These are most commonly: Psychological Services, Social Work, Network Support, medical services, specialists in various physical impairments, and the school's Pupil Support Group.

In all of these contacts the parents are fully involved in the discussions and decisions. Some of the information will be confidential, but where it affects the pupil's learning and behaviour, the teachers will be involved in the communication process.

Curriculum Development

Departments can make bids to the Support for Learning department for assistance with adapting the curriculum and selecting resources for individuals and groups.

Staff Development

Members of the Support for Learning department can assist with school and departmental in-service at departmental meetings, collegiate time and in-service days.



Evaluation

Evaluation will take place through:

- Regular meetings with staff in the department.
- Cross-curricular meetings with cooperative partners.
- Evaluation sheets completed by:
 - Pupils
 - Staff
- Pupil progress sheets.
- Planning meetings.
- Departmental Meetings.

Annual Evaluation in May

Updated June 2017