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## Additional Support Policy

### St Aloysius' College

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#### **Rationale**

Being a Jesuit school, the mission of St. Aloysius' College is to develop as a community of faith and learning, aiming to provide the highest quality of education for the students in our charge, meeting the needs and aspirations of our young people, helping them to feel safe, happy, nurtured and challenged.

Along with teaching and pastoral care staff, the Additional Support Department exists to provide support, help and encouragement to those children who require extra assistance in accessing and dealing with the day to day demands of the College curriculum. This mission is supported by the *Education (Additional Support for Learning) Scotland Act 2004, revised 2009*, which states that the key duties of any educational establishment are:

*“... to identify, make provision for, and review provision for the additional support needs of children and young people.”*

These ‘needs’ can stem from a number of factors such as:

- A diagnosed barrier to learning or health issue such as dyslexia, dyspraxia, dyscalculia, autism, hearing or visual impairment
- Slow processing or short term memory difficulties
- Significant learning underachievement compared to the majority of students within a particular age group
- The learning environment, for example, having English as a second language
- Social or emotional issues

### **Provision for Additional Support Needs**

The Additional Learning Support provided offers a wide range of supports which may include:

- Differentiated work
- In-class support
- Additional classes in English (ACE)
- Dyslexia specialist support
- Mentoring
- Homework support
- One-to-one support
- Scribes
- Readers
- Specialist equipment (ie IT software)
- Access arrangements for internal and external examinations

All students identified with a specific need are monitored by the Additional Support Team using a staged approach. Information is regularly shared with staff through whole staff meetings and the secure school intranet. Close partnerships are developed with parents and students to ensure that the appropriate level of intervention is followed.

The level of support provided is based on a 3 stages of intervention system:

- Stage 1 – General Classroom Practice
- Stage 2 – Additional resources
- Stage 3 – Reduced curriculum

#### **Stage 1 - General Classroom Practice**

In St. Aloysius' College the teacher is seen as the main educator, with a duty to address the learning needs of all young people in his or her class. For the majority of students their additional support needs will be met by effective learning and teaching and appropriate differentiation.

#### Identifying and meeting Needs

The class teachers are the first line assessors of a young person's additional support needs and should differentiate the curriculum or teaching strategies accordingly.

Examples of this include:

- Ensuring that each pupil accesses a curriculum tailored to his/her needs
- Using ongoing formative and summative assessment to assist in the identification of a specific learning need
- Identifying/providing evidence to support additional examination arrangements where appropriate

Where specific learning needs are identified or further support, information or advice is required, a referral should be made to the Additional Support Team using the appropriate pro-forma.

## **Stage 2 – Additional Resources**

### Additional classes in English (ACE)

Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of his or her life laying the foundations for lifelong learning and work. Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development.

However, where additional support needs have been identified students in S1 to S4 are offered the opportunity to attend extra literacy classes delivered by specialist staff.

*[It has been proposed that additional Numeracy classes are re-introduced in the near future to address the needs of students with significant numeracy difficulties.]*

### Use of Information Technology

For some students with specific learning issues the use of technology to enhance learning is an effective approach, allowing them to access the curriculum much more readily and allowing them to experience greater independence and success. The Additional Support Department utilises laptop computers, using a variety of supportive software, as well as the College computer suite to assist pupils to overcome the challenges created by their difficulties.

### Mentoring

Where appropriate, students in S5, not following a full timetable, are offered a place within a Mentor group. This resource has been designed to offer support, advice and assistance to a small group of students through experienced adults employed by the College for this purpose.

## **Stage 3 – Reduced Curriculum**

In exceptional circumstances some students follow a reduced curriculum to allow them to have specialist support within the Additional Support Department. This support may be given on an individual or small group basis. For example, pupils diagnosed with a specific learning difficulty, such as dyslexia may work with Mrs Lyn Bastekin, the College's Dyslexia Specialist, or with another member of the Additional Support Team.

Where resources permit, Additional Support staff may accompany these pupils to their classes, working closely with teachers to give them extra support within the classroom setting.

### Access arrangements for internal and external examinations

Students with a diagnosed barrier to their learning would normally receive special examination provision. Following SQA guidelines students are allocated appropriate arrangements to help them access assessments without compromising their integrity.

This could include extra time based on evidence gathered, the use of a computer, readers and or scribes.

- In S1 – S3 these arrangements are available for the end of year exams and for class examinations where circumstances permit.
- For S4 – S6 pupils special arrangements will be put in place for prelim and SQA examinations, if deemed appropriate.

*[The department is currently exploring the future use of digital papers.]*

### Monitoring and Evaluation

#### **Baseline Assessments**

To establish a baseline for each student's ability and raw potential the College administers the MidYis assessment to all pupils in first year. In addition, the Additional Support Team uses Reading and Spelling assessments, with all information compared and analysed to identify possible learning needs. This information is then used to monitor performance at both subject and school level.

#### **Strategy (Green) Folders**

Each teacher is asked to record the learning and teaching strategies used within their class to support students identified as having a barrier to learning, helping to ensure that the needs of these students are being met. This procedure is currently being converted to a digital format so that up to date information is accessible through the school intranet. This will also allow examples of good practice to be identified and teachers to share successful strategies.

#### **Gradebooks**

Students with a specific learning issue are regularly monitored using information provided in the gradebook. Ongoing performance in classwork, homework and assessments is used to examine progress and highlight potential difficulties at the earliest stage possible.

#### **Weekly 'Check in' sessions**

Most Stage 3 students have weekly 'check-in' sessions to discuss progress and events over the past week, allowing pupils and staff to raise and address any worries or concerns.

*[The department is proposing to introduce formal meetings with all students identified as having a specific learning need in order to discuss their progress. Where possible these meetings would take place twice yearly.]*

### **Alternative Assessment Arrangement Evidence Folders**

For all SQA students in S4 – S6 evidence folders are maintained and closely monitored throughout each academic year. Students are encouraged to take an active role in this process through regular teacher/pupil discussions. Together, the suitability and appropriateness of any alternative arrangement recommendations are agreed and then requested through the Alternative Arrangement pro-forma. This request form must be signed by both teacher and student.

*[The Additional Support Department is proposing to introduce in the near future AAA evidence folders for all students with specific learning needs (in S1 to S6) in an attempt to build a fuller profile of intervention]*

### **Staff Training**

The College is committed to ensuring that all teaching and support staff are appropriately trained and that teaching practice/strategies are inclusive. The Additional Support Department provides regular information for staff, highlighting pupils with specific needs and strategies that can be used to help support these students within the normal classroom setting. Twilight and in-service day sessions are also used for this purpose. The College is committed to ensuring that all staff are aware of their responsibilities, fully understand how to make referrals and work with additional support staff, and can integrate inclusive learning into their own delivery.

### Daily Report

In the Senior School pupils may be placed on daily report by the Head of Year for various reasons:

- persistent misbehaviour (especially low level disruption in the classroom)
- continual failure to obey school rules or follow procedures
- lack of personal organisation (not having correct books, lateness, poor focus)
- pupils who are not working or who do not complete homework
- for any pastoral reasons that pupils need extra support for a short period of time.

Pupils are required to hand the daily report to the teacher before the lesson begins. This is so the teacher is aware that a pupil is on daily report and can make a mental note of behaviour, personal organisation and application as the lesson proceeds.

At the end of the lesson, teachers are asked to complete the report with a level of appropriate detail that will be useful to Pastoral staff and parents in their efforts to support the young person.

This form should be signed by HOY/AHOY at the end of the day.

The form should be signed by the parent, and the pupil should bring it to the Year Office the next morning.

A progress meeting should take place between HOY, pupil and parent to review the support and the next steps.

Policy Owner: Robert Mullen

Policy updated: February 2015

This policy will be annually reviewed by: Robert Mullen