



Additional Support Policy St Aloysius' College

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 all learners in our charge. Meeting the needs and aspirations of our children and young people, helping them to feel safe, happy, nurtured and challenged is of the highest priority. Along with teaching and pastoral care staff, the Additional Support Department exists to provide support, help and encouragement to those learners who require extra assistance in accessing and dealing with the day-to-day demands of the College curriculum.

Our goal is to identify and make provision for the additional support needs of learners and to review the support provided.

Aims

- To remove or circumvent barriers to learning, ensuring that all learners have the support they need to work towards achieving their full potential.
- Recognising that children and young people may need support in a wide variety of circumstances, identifying and responding to issues quickly and effectively.
- Planning, delivering and evaluating highly effective learning experiences for all learners.
- To work in partnership with learners, parents/carers, class teachers and the Senior Leadership Team.
- To work in partnership with other agencies, where necessary.

Our Additional Support Policy has been developed in line with national policy and is underpinned by legislation and guidelines including:

- *Girfec* (Getting it right for every child)
- Children and Young People (Scotland) Act 2014
- Equality Act 2010 as amended
- Education (Additional Support for Learning) (Scotland) Act 2004, as amended
- Data Protection Act 2018; and General Data Protection Regulation ((EU) 2016/679) (GDPR) (together the "Data Protection Legislation")
- Education (Scotland) Act 2016
- Supporting Children's Learning Code of Practice

Our learners may:

- Be affected by disability (physical or mental).
- Encounter barriers to learning arising from a specific learning difficulty such as Dyslexia, Asperger's, Autism, ADHD or Dyspraxia.
- Have language and communication disorders.
- Be exceptionally able as learners, or talented in particular areas, such as sport, music or art and design.
- Require support in acquiring full fluency in English.
- Have other emotional and social needs identified by using the *Girfec* wellbeing indicators: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.



Admissions

At the College, we are committed to promoting equality of opportunity throughout our admissions process. We do not discriminate in any way regarding application for entry. If a child or young person has additional support needs, parents have the opportunity to discuss their child's or young person's requirements with the school before the entrance assessment so that specific arrangements or reasonable adjustments can be made. Parents are invited to provide a copy of the child's or young person's current support plan, an Educational Psychologist's report or a medical report to support their request. The Head of Additional Support (Senior School) or a member of the Junior School Leadership Team (JSLT) liaises with parents throughout this process.

Data Protection

For the purposes of Data Protection Legislation, the College is a Data Controller¹ and the learner is a Data Subject. The College is obliged to ensure that any personal data is processed lawfully, fairly and in a transparent manner in relation to the learner.

Therefore, on admission, the College will endeavour to obtain parents' explicit consent to hold personal data relating to their child. Further additional explicit consent shall be obtained by the College from parents in relation to any special category data (see "Information Sharing" section) relating to their child. GDPR specifies that children must be at least 16 to be able to give their own consent. However, GDPR also provides that member states may lower that age, to a minimum of 13. The College will monitor the repeal of the Data Protection Act 1998 and enactment of the new Data Protection Act and adjust its policies in respect of obtaining consent from a Data Subject to collect, hold and process personal data and any special category data in accordance with any changes in UK law.

Meeting needs within the classroom

Every classroom teacher holds the responsibility for educating learners. They have a contractual and statutory requirement under their registration with the GTCS to address the learning and the developmental needs of all learners in their class. Each teacher plays a crucial role in encouraging learners' expectations for the future and providing them with the skills they require to help them achieve their potential. For the majority of learners, their additional support needs are met by effective teaching and learning within the classroom (for example, appropriate differentiation or varied teaching styles). In some cases, teachers will work with other colleagues to meet the learner's needs. Although teachers are committed to providing a learning experience where most needs are met, further intervention may be required at times for individual learners.

Identification and Assessment Procedures

Learners who appear to be underachieving or struggling with aspects of their learning can be referred to the Additional Support Department. The referral can be made by their class teacher, by the Pastoral Team, by parent/carer or by the learner. Computerised screening and specialist testing are administered to investigate the possibility of a barrier to learning. Liaison with learners, parents/carers, class teachers and pastoral staff also takes place during this process.

¹ A Data Controller is a person who determines the purposes for which and the manner in which any personal data is processed.

Referral to External Agencies

The Additional Support Department and Pastoral Team collaborate to support learners by liaising with external agencies such as psychologists, CAMHS, Social Work, Young Carers or Health Services (such as Speech and Language Therapy).

These external agencies shall be Data Processors² or Joint Controllers³, for the purposes of GDPR. The College will therefore endeavour to ensure that any and all external agencies are GDPR compliant and where necessary, put in place appropriate GDPR compliant, legally binding contracts with those external agencies.

Planning and reviewing

Learners may also require an individualised Additional Support Plan. These plans are created using the recommendations of the external professionals, in consultation with the learner, parent/carer, Head of Year (Senior School) or a member of JSLT and where appropriate external professionals. These are reviewed on a regular basis.

Information sharing

The Additional Support Department has overall responsibility for the safe keeping and storing of all information relating to Additional Support.

GDPR seeks to protect individuals' fundamental rights and freedoms. Under GDPR, the personal data relating to the learners which is collected, held and processed by the College will, at times, include special category data⁴. The College is aware that this type of data could create more significant risks to the learners' fundamental rights and freedoms and therefore the College will endeavour to obtain explicit consent to collect, hold and process that data.

The school database system, 3sys, is used to store learner information and parental contact information electronically. [3sys is a third party supplier to the College and under GDPR is a Data Processor. The College has a GDPR compliant, legally binding contract with 3sys.]

A record of learners with additional needs is on the College server and all records are updated by the Additional Support Team. [Reference is made to the College's Data Protection and Retention Policy which confirms (i) the way all personal data is stored' (ii) the locations and (iii) the College's limits for the retention of personal data]. We strive to ensure that parents/carers and learners are informed about and supported to exercise their rights as specified in the Education (Additional Support for Learning) (Scotland) Act 2004 as amended and Education (Scotland) Act, 2016 as well as their wider rights and responsibilities. School staff will ensure that there are secure, clear and open lines of communication with parents/carers and learners. Parents can request screening or specialist testing in order to identify whether a learner has additional support needs. The views of parents/carers and the learner will be sought and taken into account in all decisions affecting the learner with additional support needs.

² a natural or legal person, public authority, agency or any other body which processes personal data on behalf of the Data Controller.

³ Where two or more data controllers jointly determine the purposes and means of processing

⁴ race or ethnic origin; political opinions; religious or philosophical beliefs; data concerning health or data concerning a person's sex life or sexual orientation

Timetabled support and individual adjustments for Junior School (see Appendix 1)

Literacy and Numeracy Support

Literacy and numeracy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate and numerate 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 and numeracy are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language, literacy and numeracy development.

Some learners with an identified barrier to learning, or who are experiencing difficulties in accessing the core curriculum in the Junior School, are offered additional support in literacy and numeracy. Programmes of support are designed to address the specific learning need of the individual and are delivered both inside and out with the classroom.

Use of Information Technology

For some learners 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 uses iPads and computers with a variety of supportive software to help learners to circumvent their difficulties.

Class Support

Where appropriate, learners with barriers are supported in class by a support assistant. The support assistant offers targeted support in areas of the curriculum, as directed by the classroom teacher and Additional Support Co-ordinator.

Adjusted Curriculum

In exceptional circumstances some learners follow a reduced curriculum to allow them to have specialist support. This support may be given on an individual or small group basis.

Assessment arrangements for internal examinations P7

Learners with an identified barrier to learning are offered special provision for the end of year internal exams.

Based on evidence gathered by teachers, this could include extra time, the use of a computer, readers and/or scribes etc.

Timetabled support and individual adjustments for Senior School (see Appendix 2)

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, some learners in S1 to S4 with identified difficulties are offered the opportunity to attend extra literacy classes delivered by specialist staff.

Use of Information Technology

For some learners 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 assistive software, as well as the College computer suite to help learners to circumvent their difficulties.

Class Support

Where appropriate, learners with significant barriers in S1 to S3 are supported in specific lessons by a support assistant. The support assistant can help the learner by reading, scribing, copying notes, prompting and helping with organisation etc.

Mentoring

Where appropriate, learners 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 learners through experienced adults employed by the College for this purpose.

Adjusted Curriculum

In exceptional circumstances some learners 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.

Assessment arrangements for internal and external examinations

Learners with an identified barrier to learning or to demonstrating their attainment are offered special examination provision. In accordance with SQA guidelines, learners are allocated appropriate arrangements to help them access assessments without compromising their integrity.

Based on evidence gathered by teachers, this could include extra time, the use of a computer, readers and/or scribes etc.

- In S1 – S3 these arrangements are available for the end-of-year exams and for class examinations where circumstances permit.
- For S4 – S6 learners, special arrangements will be put in place for class tests, prelims, SQA examinations and assignments, if deemed appropriate.
- For all SQA learners in S4 – S6 evidence folders for Assessment Arrangements are maintained and closely monitored throughout each academic year.

Transitions:

Transitioning to Junior School

Many children with Additional Support needs will require extra help to make transitions successful and a positive experience for them. In the Junior School, key staff will, in close consultation with parents, decide what planning and support is needed.

Kindergarten to Primary 1

All children moving from Kindergarten or from outside nurseries to Primary 1 are involved in a planned and progressive programme. This can include classroom visits, group sessions with the class teacher, and other social opportunities. Children with an identified additional support need will follow this progression pathway and, if required, this can be further enhanced.

Transitions Process across Stages of Junior School

Information on learners with an Additional Support need is shared with new class teachers. Details of current strategies used and adaptations made to curriculum will be discussed in meetings between the class teacher and the Additional Support Co-ordinator. Additional information and support strategies are also available to teaching staff through 3sys for learners with a diagnosed barrier to learning.

Review meetings take place at the end of each academic year, involving key personnel. Current strategies are reviewed, their impact discussed and new targets and procedures are set for the coming year.

During the course of each academic year, the impact on learning is regularly reviewed. This ensures relevant adaptations are made and progress is monitored closely.

Transitioning to Senior School

Review meetings, which take place in Primary 7, focus on moves into Senior School. In the summer term, Junior School Primary 7 staff and the Additional Support team will meet with the Head of S1 to pass on information relevant to supporting the learner. Additional information is also available to staff through 3sys. Additional Support and Pastoral staff will arrange meetings with parents, where appropriate, to discuss how best to tailor support for the transition to S1 and beyond.

Communication is started in the summer term preceding entry to the Senior School with other feeder schools. Where a learner has support needs the Head of S1 and Head of Additional Support visit the school together to discuss the support in place and forward plans for S1. Meetings or telephone calls with parents are also part of the transition process in order to gather as much information as possible to welcome the learner and provide the best learning environment for them.

Throughout Senior School Additional Support Staff work closely with the Pastoral Team to plan, provide support and review the arrangements in place.

Senior School to future destination

Additional Support Staff help to ensure that learners continue to benefit from support and assessment arrangements at college and university by advising them on the process for this and providing letters documenting the support and exam arrangements in place at the College. Letters are also provided to support Disabled Students Allowance (DSA) applications.

Monitoring and Evaluation

Baseline Assessments

The College administers baseline assessments at specific stages in Junior School and in the first few weeks of S1. These tests provide a picture of what a learner knows or can do at a certain point in time as well as identifying individual strengths and weaknesses and providing a measure of ability and potential. In Junior School PIPS (Performance Indicators in Primary Schools) and InCAS (Interactive Computerised Assessment System) are administered and in S1 MidYIS (Middle Years Information System) are administered. These tests and the analysis are provided by The Centre for Evaluation and Monitoring (CEM), Durham University. Details can be found on the website www.cem.org. Reading and spelling assessments are also administered and all of this information is analysed to identify possible learning needs and inform subsequent teaching and learning.

Monitoring Progress

Learners with a specific learning issue are regularly monitored using information provided by class teachers, Heads of Year (Senior School) or member of the JSLT, Additional Support Staff, parents and learners themselves.

Ongoing performance in classwork, homework and assessments is used to examine progress and highlight potential difficulties at the earliest stage possible.

Regular 'Check in' sessions

Some learners have weekly 'check-in' sessions to discuss progress and events over the past week, allowing learners and staff to raise and address any worries or concerns.

Staff Training

The College is committed to ensuring that all teaching and key support staff are appropriately trained and that teaching practice/strategies are inclusive.

The Head of Department attends the annual SCIS Additional Support training. All members of the team attend courses led by Dyslexia Scotland, ADHD Foundation, Medica CPD, Scottish Autism, the National Autistic Society Scotland and CALL Scotland.

The Additional Support Department provides regular information for staff, highlighting learners with specific needs and recommending strategies that can be used to help support these learners within the normal classroom setting. The Head of Additional Support (Senior School) or Additional Support Co-ordinator (Junior School) provides training and advice as appropriate. The College is committed to ensuring that all staff are aware of their responsibilities, fully understand how to make referrals and can integrate inclusive learning into their own delivery.

In addition and in light of Data Protection Legislation, staff at the College will be given general GDPR awareness training to ensure that they are fully cognisant of the College's obligations and responsibilities under the Data Protection Legislation.

Policy Owner: Lyn Bastekin (Head of Additional Support)

Policy updated: May 2018

Policy updated: November 2020

This policy will be annually reviewed by Lyn Bastekin

Appendix 1 – Junior School

Staged Intervention for a learner with an identified barrier to learning:

STAGE 1

Needs being met within the classroom using the strategies/recommendations from the Additional Support Department.

Teacher raises concerns regarding learner progress.

In discussion with Additional Support Department, support strategies are implemented within the classroom.

It is the duty of the class teacher to use this information in order to meet the needs of the learners in the class.

Strategies used by teachers within their class are recorded in Additional Support class folders.

STAGE 2

Following implementation of strategies by class teacher, learner needs further support.

An additional support/pastoral plan would be created in partnership with the parent/class teacher/learner/member of the JSLT and the Additional Support Department.

This may include:

Literacy and numeracy support
Additional Support Assistants offering targeted support in class
Health and well-being support
Able learner provision

Provision for learners at Stage 2 is reviewed at regular intervals during the academic year.

STAGE 3

Learner needs further adjustments to their curriculum and further support to meet their needs.

This may include:

Individualised Learning Plan
Reduced timetable
One to one numeracy/literacy support
External agencies may be involved

Provision for learners at Stage 3 is reviewed at regular intervals during the academic year.

Appendix 2 – Senior School

Staged Intervention for a learner with an identified barrier to learning:

STAGE 1 (Meeting needs within the classroom)

Needs being met within the classroom using the strategies/recommendations from the Additional Support Department and external agencies.

Recommendations and strategies on 3sys for individual learners.

A summary of the identified difficulty, the pastoral needs and strategies to support learner are located on 3sys. It is the duty of the class teacher to use this information in order to meet the needs of the learners in the class.

STAGE 2 (Needs met within the classroom with extra tier of support)

Learner needs further support outwith the classroom.

An additional support/pastoral plan would create be created in partnership with the learner/parent/pastoral team and the Additional Support Department

This may include:
Additional Classes in English (ACE)
Reduced curriculum
Support assistant
Learning mentoring timetable

STAGE 3 (Support required outside the classroom)

Learner needs further adjustments to their curriculum and further support to meet their needs.

This may include:
Mentor
Weekly check-in
Reduced timetable
Numeracy/Literacy support
One to one meetings
Reader/Scribe
One to one support session
Termly parental review meetings
External agencies maybe involved