

Al Khalil College

Additional Support for Learning Policy

Introduction

Schools are responsible for providing help and support to all pupils who have additional needs. At Al Khalil College, the development and education of all of our students is of utmost importance.

We aim to support our students' with additional needs by taking steps to provide all necessary arrangements and adjustments to ensure our students have the opportunity to participate and engage in every part of school life at Al Khalil College.

Purpose

The purpose of this policy is to detail how Al Khalil College provides support for pupils with additional needs.

Getting It Right for Every Child

The Scottish Government has set out a vision that all Scotland's children and young people will be: successful learners, confident individuals, effective contributors and responsible citizens. Getting It Right For Every Child (GIRFEC) promotes action to improve the well-being of all children and young people in eight areas. These well-being indicators state that children and young people must be: healthy, achieving, nurtured, active, respected, responsible, included and above all safe. All decisions at Al Khalil College with regards to additional support needs will be made with careful consideration of GIRFEC.

Equality Act 2010

The Equality Act 2010 lists 9 protected characteristics including disability and schools must not discriminate, harass nor victimise their pupils because of these characteristics - excluding age and marriage and civil partnership. All schools are responsible for making reasonable adjustments under this Act. Schools must make reasonable adjustments for disabled persons and must follow the first and third requirements described in Section 20 of the Equality Act 2010. Namely, reasonable adjustments must be made where a provision, criterion or practice significantly disadvantages a disabled individual and/or where without an 'auxiliary aid' they would be substantially disadvantaged. Al Khalil College takes this responsibility seriously and considers this Act in its policies and procedures.

Education (Additional Support for Learning) (Scotland) Act 2017

All children and young people require some level of support to achieve their full potential but some students may require additional support for needs as a result of factors caused by learning environment, family circumstances, health or disability needs and social and emotional factors. Although the Education (Additional Support for Learning) Act 2017 only applies to local authorities, Al Khalil College forms its policies and procedures taking guidance from the Act.

Identifying Students with ASN

Students will be interviewed before being given a place at the school and parents will be invited to discuss any additional support needs of the child. In addition to this, school reports will be carefully examined and subject teachers will test students to help ascertain any additional support needs. The small classroom groups mean that there is ample opportunity for students to be given one to one attention and study materials and educational resources will be adapted to individual student needs where this is deemed necessary. Advice may be taken from staff who have training and experience in Additional Support for Learning and the school may liaise with previous education provider(s) to help identify any additional support needs. All reasonable efforts will be made to ensure that the best resources and support available are provided to students with ASN.

Planning, Recording and Evaluating Interventions

Students with ASN require different levels and types of support. In order to facilitate support provided by the school, a variety of systems may be employed on a case by case basis. For some students, an individualised education programme (IEP) may be considered. IEPs can be highly varied and will depend on a child's needs. This will be prepared by the child's pastoral care teacher or academic mentor in cooperation with the child and their parents. Appendix 1 has an example IEP form which may be used during the IEP meetings.

The following guidelines should be kept in mind when planning and evaluating interventions for pupils:

1. Targets should be SMART:
Specific
Measured
Achievable
Relevant
Time-bound
2. Language should be positive and solutions oriented.
3. IEP should enable effective teaching and learning.
4. GIRFEC must be considered at every stage of the process.
5. Interventions set in a meeting must be evaluated in the following meeting.

Monitoring and Reviewing Progress

The progress of students with ASN will be monitored on a regular basis to see that they are making satisfactory progress and are accessing the relevant support.

Progress will be shared electronically with teachers and parents. Students may also have the opportunity to be involved in evaluating their progress through attending review meetings and accessing evaluation information in order to be included in the management of their learning

Responsibilities

Every staff member at Al Khalil College is responsible for ensuring the wellbeing of each and every pupil at Al Khalil College and taking every reasonable step to ensure that students, including those with additional support needs, are not disadvantaged and are offered equality of opportunity.

Every teacher at Al Khalil College is also responsible for:

- Supporting all pupils in their education

- Utilising a variety of pedagogical techniques catered to the needs of pupils who require support
- Liaising with the School Office to request any resources or specific assessment arrangements which will support pupils with additional needs.
- Reviewing the progress of pupils with additional support needs and making any necessary reasonable adjustments
- Staff will plan specifically for students with ASN detailing required resources and any adaptations in teaching materials and/or pedagogical techniques..
- Following assessment arrangement requirements set out by SQA to support pupils who may require additional support in their assessments so that equality of opportunity is ensured.

Parents of students with ASN will be encouraged to:

- devote time and attention to their children at home to facilitate and support their learning
- take part in review meetings with teachers to have the opportunity to be involved in the monitoring and evaluation of their child's progress.

There is a clear expectation that parents will cooperate with the school and be fully involved in supporting their children's learning.

Concerns/Complaints

For pupils/parents who feel that the additional support provided by the school for their child is insufficient and would like to raise a concern or lodge a complaint, then the parents of the pupil must provide this in writing to the main office. This will then be passed onto the Head Teacher who will review the decision and invite the parent to a meeting to discuss the concern. Al Khalil College will work with parents and students to provide the best possible support.

Confidentiality

We aim to build up relationships of trust with children, parents, guardians and others involved in the provision of additional support for the child. Children, parents and others should feel able to raise their concerns about additional support needs in the knowledge that these will be dealt with sensitively.

Useful Contacts

Enquire

www.enquire.org.uk

Children and Adolescent Mental Health Services (CAMHS):

<https://www.nhsggc.scot/hospitals-services/services-a-to-z/specialist-childrens-services-2/>

Dyslexia Scotland

<https://dyslexiascotland.org.uk/>

Scottish Autism

<https://www.scottishautism.org/>