

Purpose

George Watson's College is committed to raising attainment and promoting achievement for all children and young people. We work in line with the Scottish government's aspiration for all children and young people, ". . . that they should be successful learners, confident individuals, responsible citizens and effective contributors to society and work." (*Supporting Children's Learning: Code of Practice Revised edition April 2011*)

We recognise that within our school there are a number of children and young people who may require additional support in order to meet their needs and realise their potential.

This policy outlines the School's approach to identifying and supporting children and young people with additional support needs in accordance with current legislation in Scotland and is intended to be the main point of reference for staff, parents/caregivers and partner agencies.

This ASL Policy should be read in conjunction with the **Pupil Support – Learning and Wellbeing Policy, HWB Policy, Learning and Teaching Policy, Anti-Bullying Policy, Accessibility Strategy, Learning and Development Strategy**, etc.

Additional Support is defined as:

"provision which is additional to, or otherwise different from, educational provision which is made generally for children and young people of the same age."

The Scottish Government defines Additional Support Needs as:

"A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or 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 child or young person."

Additional Support needs can be long term and short term and may arise from any of the following factors:

- Learning environment
- Family circumstances
- Disability or health
- Social and emotional factors

In George Watson's College the Inclusion and Additional Support Department is led by the Director, supported by two Assistant Principal Teachers of Additional Support, Teachers of Additional Support including English as an Additional Language, an Educational Psychologist, Pupil Support Assistants, Personal Care Assistants, Additional Support Needs Assistants and Administrative Assistants in the Additional Support Department.

Aims of the Additional Support for Learning Department

- To identify additional support needs and to plan, deliver and monitor effective interventions
- To support all pupils with their learning in an inclusive and as individual manner as possible
- To promote a process of collaboration across the School, fostering a continuous and progressive approach to learning for pupils throughout their Nursery, Junior and Senior schooling.
- To encourage learners self confidence and self-esteem
- To fulfil the remit of the five roles of the ASL Teacher (see Roles and Responsibilities)

The **ASL Guidelines and Procedures for Staff in the Nursery and Junior School**, and the **ASL Guidelines and Procedures in the Senior School**, provide detail as to how the above principles and standards are implemented.

Assessment and Identification of Additional Support Needs

Identification of Needs

The School is committed to early identification and intervention to address additional support needs. There is no one way for assessing additional support needs. Information needs to be gathered over time from a variety of different sources, using a range of approaches including:

- Teacher observation and curriculum based assessment
- Formal, standardised assessment
- Discussion with parents/carers
- Identification by a previous teacher/school/external agency/self referral

Staged Assessment and Intervention Approach

Getting it right for every child is the overarching framework for the assessment, identification, planning of provision for pupils with additional support needs. Consistent with the Code of Practice (ASN 2005) the School uses a Staged Assessment and Intervention Approach, working in collaboration with parents/carers and external agencies to meet ASN.

Universal Support

It is expected that a child will be identified as having an additional support need by the teacher(s) or parent/carer or by self referral. Universal additional support needs are met and managed primarily within class by the teachers and in consultation with ASL colleagues. The child could be referred to the Additional Support for Learning Department for consultation and further assessment as required in accordance with the School's Additional Support for Learning Policy. Many pupils at this stage may have an Personalised Learning Plan, developed in consultation with the ASL Department, detailing the goals of learning and the strategies and interventions planned for them. Pupils and parents are at the centre of this process.

Targeted Support (Single Agency)

Universal in class approaches are continued with additional direct targeted assessment and interventions from the ASL team. An Additional Support for Learning Plan may be provided for pupils with more significant needs who are following a targeted intervention within School. School staff can seek indirect consultation with the Educational Psychologist at this stage.

Targeted Support (Multi-Agency)

The additional support needs of children and young people are met and managed within the School with support from partner services and agencies, eg CAMHS, Children and Families or direct support from the School's Educational Psychologist or counsellor. Most of the children at this stage will be supported by an ASL Plan and may have a Child's Plan/Individualised Education Plan (IEP)/Health Care Plan (HCP).

Roles and Responsibilities

The Director of Inclusion and Additional Support for Learning

- Direct the GWC approach to inclusive educational practice within a local and national context and advise on relevant strategic priorities related to additional support needs, working in collaboration with the leaders, teachers and support staff to embody and enhance the vision and values of the School.
- To lead and manage additional support provision for pupils across GWC ensuring consistency and seamless progression throughout each pupil's time at Watson's.
- To ensure that the work of the department has the greatest possible impact on pupils' wellbeing, attainment, achievement and progression in line with our maxim '*ex corde caritas*': challenge yourself, care for others.

The Assistant Principal Teachers (APTs) of Additional Support for Learning

The APTs will coordinate ASL activity respectively in Nursery to Primary 6 and Primary 7 to Senior 6.

The ASL Teacher

- Consultation - working collaboratively with individuals or department to give advice on effective learning and teaching strategies and suitable resources
- Co-operative teaching - alongside class teachers in the classroom.

- Direct Tuition - individually or in small extracted groups, to work on the development of specific skills.
- Individual Assessment and intervention with pupils - the department has responsibility for ensuring that information on individual pupils is appropriately disseminated both in school and to external agencies.
- Staff Development - The Department contributes to continuing professional learning

Records Management

The School abides by the General Data Protection Regulations (GDPR) to confidentially record, share and store all personal information relating to individual children and young people.

Approval & Review Details

This policy will be scrutinised and approved by the Governing Council and the implementation will be overseen by Senior School Leadership Team and the Junior School Leadership Team. The policy will be reviewed in March 2020.

This document can be made available, on request, in a range of languages and formats, including large print, braille, audio, electronic and accessible formats. Please contact: (0131) 446 6000.

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