



1. INTRODUCTION

- 1.1. Children are inspired to 'aim high' in all their endeavours, be they academic or co-curricular. Our commitment to inclusion means ensuring that every child, whatever their individual needs or starting point, has the support that they need to thrive.
- 1.2. We recognise that children and young people may require additional support for a wide range of reasons – whether these are long-term needs, short-term challenges, or temporary circumstances that impact their learning. Our approach is rooted in the belief that all children can succeed when they feel seen, valued, and equipped to learn in ways that work for them.
- 1.3. This policy outlines how we identify, plan for, and provide additional support for learning in a way that is responsive, equitable, and centred on the child. It reflects our belief that support is not about labelling a child, but about unlocking their potential, removing barriers, and working in partnership with families, staff, and external professionals to create a positive and enabling learning environment.

2. DEFINITION

Additional Support Needs

"This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, in the long or short term, in order to help them make the most of their school education and to be included fully in their learning."

(Additional Support for Learning Statutory Guidance 2017 – Scottish Government)

3. IDENTIFICATION & ASSESSMENT

- 3.1 The aim of Additional Support for Learning (ASfL) is to uphold the principles of ambitious and inclusive education, ensuring that all pupils are provided with the appropriate resources, support, and opportunities required to belong, flourish, and achieve their full potential.
- 3.2 We are committed to fostering an environment where every learner is valued, included, and empowered to overcome barriers and succeed academically, socially, and emotionally.

4. STATUTORY & REGULATORY FRAMEWORK

This policy is guided by the legislation, principles and protocols outlined below:

[Additional support for learning: statutory guidance 2017 – gov.scot](#)

[Supporting children's learning: code of practice \(revised 2010\) – gov.scot](#)

[CIRCLE resource to support Inclusive Learning and Collaborative Working \(Primary and Secondary\) | Resources | Education Scotland](#)

[Getting it right for every child \(GIRFEC\) – gov.scot](#)

[UN Convention on the Rights of the Child](#)

[The Equality Act \(2010\)](#)





5. RATIONALE & SCOPE

This policy is underpinned by a firm commitment to the following core principles:

- 5.1 **Equity in Education:** We are committed to ensuring that every learner has fair and equal access to high-quality learning opportunities, removing barriers to participation and achievement.
- 5.2 **Early Identification and Intervention:** We prioritise the early recognition of additional support needs and the prompt implementation of tailored, effective interventions.
- 5.3 **Inclusion:** We actively promote inclusive practices that enable all children to learn, participate, and thrive alongside their peers within a shared learning environment.
- 5.4 **Rights-Based Approach:** We uphold -- as fully as possible -- the rights of children, young people, and their families, placing them at the centre of the planning and decision-making process in line with statutory and ethical obligations.
- 5.5 **Scope:**
The policy applies to all children and young people who require additional support for any reason, whether short-term or long-term. This includes, but is not limited to:

- 5.5.1 Learning disabilities
 - 5.5.2 Social, emotional, or behavioural needs
 - 5.5.3 Physical or sensory impairments
 - 5.5.4 Mental health challenges
 - 5.5.5 English as an additional language
 - 5.5.6 Young carers or those affected by family circumstances
- The implementation includes:
- 5.5.7 A Staged Approach: A tiered approach to support, from universal to outside -agency levels.
 - 5.5.8 Planning Tools: Use of Target Sheets, Individualised Education Programmes (IEPs), Child's Plans, Additional Support Profiles.
 - 5.5.9 Monitoring and Review: Regular assessment of progress and effectiveness of support.
 - 5.5.10 Legal Duties: Adequate and efficient provision for the additional support the child requires, as far as is reasonable and practicable.

6. PROVISION

This policy guides the provision of additional support from P1 – S6. The delivery is appropriate to:

- the age and stage of the pupil,
- the unique demands of the year group
- the identified level of support that has been agreed

Our school identifies three levels of intervention.

6.1 **Social Stage 1 – Universal support**

The aim of universal support is to ensure that barriers to learning are addressed early and effectively, using the least intrusive and most inclusive methods possible.

This is provided within the classroom by the class teacher. It is designed to meet the needs of most children and young people through high-quality teaching and inclusive practices through the following strategies:

- 6.1.1 Identification of Needs: Teachers observe and assess learners to identify any emerging needs.
- 6.1.2 Classroom-Based Interventions: Adjustments are made to teaching methods, materials, or the learning environment.





- 6.1.3 Use of Differentiation: Tasks and expectations are tailored to suit individual learning styles and abilities.
- 6.1.4 Monitoring Progress: Teachers track how well the child is responding to the support.
- 6.1.5 Collaboration: May involve informal consultation with colleagues or support staff.
- 6.1.6 Planning and monitoring: action can be included in tracking notes at primary and included as helpful strategies on our school management information system (iSAMS) for secondary pupils.

6.2 Stage 2 – Targeted Support

The aim of targeted support is to provide targeted, flexible support that helps learners overcome specific barriers and return to full participation in universal provision where possible. These are delivered through the following strategies, in addition to the strategies listed under Stage 1 – Universal Support.

- 6.2.1 Additional Help: Provided by school-based staff such as Learning Support Teachers, Classroom Support Assistants (primary), or Pastoral Staff.
- 6.2.2 Short-Term Interventions: Often time-limited and focused on specific areas like literacy, numeracy, or social skills.
- 6.2.3 Individual or Small Group Work: Support may be delivered outside the classroom in focused sessions.
- 6.2.4 Planning and Monitoring: Support is planned, recorded on a target sheet or classroom support plan, and regularly reviewed.
- 6.2.5 Parental Involvement: Parents/carers are involved in discussions and planning.

6.3 Stage 3 – Enhanced Support

Enhanced Support refers to a higher level of coordinated support for children and young people whose needs cannot be fully met through universal or targeted approaches alone. It often involves input from multiple agencies and professionals and may include the development of a Co-ordinated Support Plan (CSP) to ensure consistent, long-term support tailored to the individual's needs. Strategies include:

- 6.3.1 Support from specialist staff: Delivered by staff such as support for learning teachers, pastoral staff, the school nurse team or Counsellor.
- 6.3.2 Identified Needs: Aimed at learners with more than one barrier to learning, including communication difficulties, sensory impairments, or social-emotional challenges.
- 6.3.3 Structured Planning: Often involves an individualised education plan (IEP) or other formal planning tools.
- 6.3.4 Increased Collaboration: At this level, support will involve consultation with external professionals and the implementation of advice from diagnostic reports. Support is coordinated by the Head of Additional Support for Learning and/or a member of the Senior Leadership Team.
- 6.3.5 Adapted Curriculum and Environment: Learning environments, curricular pathways and materials are adapted to meet individual needs.

7. CONTINUOUS DEVELOPMENT

Early identification of additional support needs is paramount to the successful development of pupils. For those that are identified with an additional support need the school is committed to providing the appropriate support, as best it can reasonably accommodate, so that they can become individual, independent learners and fulfil their potential.

- 7.1 In order to identify/confirm any learning difficulties, the school will:
 - 7.1.1 Receive information from feeder schools, parents/guardians, and work closely with form tutors and subject teachers as pupils move across the phases of the school.





- 7.1.2 Establish good communication with parents/guardians and be responsive to any expressions of concern.
 - 7.1.3 Employ a variety of screening and assessment methods to gather evidence when concerns about a pupil's progress or learning needs are raised by staff, parents, or the pupils themselves. This process is integral to the timely identification of Additional Support Needs and informs the development of targeted interventions tailored to each learner. All assessment activities are conducted under the oversight of the ASfL team to ensure accuracy, consistency, and appropriateness. The scope and nature of screening are subject to the school's available expertise, resources, and diagnostic tools.
 - 7.1.4 Liaise closely with the staff who are in close contact with the pupils.
 - 7.1.5 Make use of professional advice from educational specialists as well as the school nurse and counsellor, as appropriate. Parents may seek further professional diagnoses, with which the school will assist, if able, but any fees will be payable by parents/guardians. Should assessments be needed for the purposes of application for Additional Assessment Arrangements in external examinations, it is essential that these reports are generated because of school-based evidence of need and that the Head of ASfL or a member of the ASfL team initiates contact with the assessor, in advance of the assessment.
 - 7.1.6 Recognise that needs can be identified at any stage of a child's education and may change over time.
 - 7.1.7 Use classroom observations, assessments, and discussions with the child and family.
 - 7.1.8 Aim to identify needs as early as possible to provide timely and effective support.
- 7.2 Once a need has been identified, the pupil is included on the Additional Support Needs Register.
- 7.3 In addition to standardised assessments the ASfL Department employ specialist screening tools and checklists. These are used to identify strengths and challenges and inform the next steps. Needs are identified in the following areas:
- 7.3.1 Learning and Cognition
 - 7.3.2 Communication
 - 7.3.3 Social, Emotional, and Behavioural
 - 7.3.4 Physical and Sensory
 - 7.3.5 Family or Life Circumstances

8. ACCESS TO ADDITIONAL ASSESSMENT ARRANGEMENTS (AAA'S)

Where a pupil's additional support needs--such as dyslexia, Autism, ADHD, or a physical disability--impact their ability to access standard assessment conditions, the school will consider Additional Assessment Arrangements (AAAs) in line with regulatory and awarding body guidance.

These may include the use of assistive technology, such as laptops, readers, scribes, or prompts, as well as additional time, rest breaks, or a separate room where appropriate.

Eligibility for AAAs will be determined through a combination of evidence from classroom practice, formal and informal assessments, and professional recommendations.

Any arrangements put in place will reflect the pupil's normal way of working and will be reviewed regularly to ensure continued relevance and fairness.

The school will ensure that pupils, staff, and families are informed of any approved arrangements, and that pupils are supported to use assistive tools confidently during both teaching and assessment activities.





9. ORGANIZATION, ROLES & RESPONSIBILITIES

- 9.1.1 The Governing Body: Hold accountability for ensuring the school complies with all relevant legislation and statutory guidance relating to Additional Support for Learning. They are responsible for reviewing and approving the ASfL policy and monitoring its implementation.
- 9.1.2 The Rector: has overall responsibility for the development and implementation of the schools' policies and procedures to ensure the inclusion of students with additional educational needs.
- 9.1.3 Depute Academic and Head of Primary: will together ensure a whole-school approach to: assessment and screening to identify needs; effective sharing of relevant information on pupil's needs with all Teachers; the appropriate training and support of all school staff who are clear regarding their roles and responsibilities in this area.
- 9.1.4 Head of Additional Support for Learning: Provides leadership and oversight of the school's approach to Additional Support Needs. This includes: coordinating provision across departments; monitoring the effectiveness of support strategies; and whole-school procedures to enable effective involvement of parents, students and external professionals/agencies.
- 9.1.5 Primary Additional Support for Learning Specialist: Collaborates closely with class teachers to support the early identification of pupils requiring additional support and assists in the planning, implementation, and review of appropriate interventions.
- 9.1.6 Secondary Assistant Head of House: Works in partnership with teaching and pastoral staff to identify, monitor, and support pupils with Additional Support Needs, ensuring a consistent and joined-up approach across the secondary phase.
- 9.1.7 Teachers and Subject Specialists: Have responsibility for delivering high-quality, inclusive teaching and for implementing agreed support strategies within their classrooms. They work collaboratively with the ASfL team to monitor progress and adjust provision as needed.

10. RECORD KEEPING

- 10.1.1 Accurate and comprehensive record keeping is essential to monitor the identification, planning, delivery, and review of Additional Support Needs. It ensures continuity and consistency of support, particularly during transitions, and provides a clear evidential basis for decision-making, reviews, and any dispute resolution processes.
- 10.1.2 10.1.2 Records maintained include assessment outcomes, support plans, interventions applied, progress updates, involvement of pupils and parents, and contributions from multi-agency partners where relevant.
- 10.1.3 10.1.3 The protection of personal data is paramount within our safeguarding responsibilities, ensuring that all information relating to Additional Support Needs is handled with the utmost confidentiality and integrity.

10.2 Access and Confidentiality

- 10.2.1 All records must be kept accurate, current, and securely stored. Children, young people, and their parents have the right to access pertinent information. Any sharing of information must comply with data protection legislation and always prioritise the best interests of the child.

10.3 Review and Retention of Records

- 10.3.1 All records relating to Additional Support Needs will be regularly reviewed to ensure they remain accurate and relevant. Records will be retained in accordance with legal requirements and school policy. When records are no longer required, they will be securely and confidentially destroyed to protect the privacy of pupils and families.





11. COORDINATED SUPPORT PLAN (CSP)

- 11.1.1 Coordinated Support Plan (CSP) is a statutory document designed for children and young people whose additional support needs are complex and require coordinated input from multiple agencies. The CSP sets out a detailed, personalised plan that outlines the support required, who is responsible for delivering it, and how progress will be monitored and reviewed. It ensures that all involved – schools, families, health and social care professionals, and other relevant services – work collaboratively to provide consistent, effective support that enables the learner to access their education and thrive.
- 11.1.2 The Education (Additional Support for Learning) (Scotland) Act 2004 primarily places statutory duties on local authorities rather than independent schools.

12. TRANSFER OF EXISTING COORDINATED SUPPORT PLANS (CSPS)

- 12.1.1 While independent schools are not subject to the statutory duties placed on local authorities under the Education (Additional Support for Learning) (Scotland) Act 2004, the school is committed to reviewing any existing Coordinated Support Plan ("CSP") in collaboration with the pupil, their family, and relevant professionals where possible.
- 12.1.2 Any existing CSP will be considered as part of the admissions process. This will include an assessment as to the school's ability to meet the needs of the pupil and provide the necessary support.
- 12.1.3 Where a place is offered to the pupil and accepted, the school will seek to maintain continuity of support as outlined in the CSP where reasonably practicable, adapting provision within the school's available resources and frameworks. Any necessary adjustments to support will be made in consultation with all parties, ensuring the best interests of the learner remain central. This approach reflects the school's commitment to providing an inclusive and supportive learning environment.
- 12.1.4 The suitability of the demanding working environment of the school must be considered for pupils with additional support needs for learning, as for all applicants.

13. IN-SERVICE TRAINING

The school encourages in-service training and professional development for all staff to help them work effectively with pupils with Additional Support Needs. Staff will be provided with training by the School's ASfL team in the first instance.

14. MONITORING AND REVIEW

- 14.1.1 The Head of Additional Support Needs for Learning will continuously monitor and evaluate the effectiveness of this policy and its associated procedures.
- 14.1.2 A formal review of the policy will take place at least every two years, or sooner if required by changes in legislation, regulation, or statutory guidance.
- 14.1.3 This review will be conducted by the Depute Rector (Academic), the Head of ASfL and the school's ASfL team.

15. WHAT HAPPENS IN EXCEPTIONAL CIRCUMSTANCE

- 15.1 In exceptional circumstances it may be in a pupil's best interest to look at alternative provision for the next phase of their education.





- 15.2 In consultation with parents/guardians and after all reasonable adjustments and strategies have been considered or deployed, where it is evident that the school is unable to meet the needs of the pupil, the school may advise parents to withdraw their child. Consideration will always be given to the school's obligations under the Equality Act 2010
- 15.3 Examples of situations where this may be considered include:
- 15.3.1 If the pupil is in need of formal assessment, extra teaching, learning support or medication to which the parents/guardians do not consent. 15.3.2 The pupil's learning difficulties require a level of support or medication which, in the professional opinion of the Rector, the School is unable to provide, manage or arrange.
 - 15.3.2 The pupil has additional support needs for learning that make it unlikely that they will be able to benefit sufficiently from the mainstream education and facilities the school can offer.
 - 15.3.3 The decision to require withdrawal will always be taken in conjunction with the parents/guardians, and after much support has been given.
 - 15.3.4 In these circumstances, the school will do what is reasonable to help the parents/guardians find an alternative placement which will provide their child with the necessary level of teaching support.
 - 15.3.5 Withdrawal of a pupil for these reasons will not require the parents/ guardians to give a term's notice or pay to the school fees in lieu of notice. The deposit paid in respect of the pupil will be credited to the payee's account.

16. ASSISTIVE TECHNOLOGY AND ADDITIONAL SUPPORT NEEDS

- 16.1 The school recognises the essential role of assistive technology in enabling pupils with Additional Support Needs to access learning, participate fully in school life, and achieve their potential.
- 16.2 Assistive technology refers to a wide range of tools--digital, electronic, and mechanical--that reduce barriers to learning, promote independence, and support inclusive educational practice.
- 16.3 16.3 Pupils with needs such as dyslexia, autism, attention deficit hyperactivity disorder (ADHD), or physical disabilities may particularly benefit from the use of assistive technologies to support reading, writing, communication, organisation, focus, or mobility.
- 16.4 Examples may include text--to--speech software, speech--to--text tools, visual timetables, sensory aids, or adapted equipment for physical access.
- 16.5 Decisions about the use of assistive technology will be informed by individual assessment and made in consultation with the pupil, their family, class teachers, and relevant professionals. Provision will be personalised, evidence--informed, and reviewed regularly to ensure that the technology remains appropriate and effective.
- 16.6 16.6 Staff and pupils will be supported with appropriate training and guidance to use assistive tools confidently and meaningfully. Our aim is to embed assistive technology within a wider inclusive approach, ensuring that it enhances--not replaces--high--quality teaching and learning across the school.

17. PUPIL VOICE & PARENTAL PARTNERSHIP

- 17.1 The school is committed to a collaborative approach in supporting pupils with additional needs. Pupils are actively involved in decisions regarding their learning and support, with their views respected and reflected throughout planning and review processes.





Support strategies are designed to build on individual strengths, preferences, and aspirations.

- 17.2 Parents and carers are regarded as key partners in the identification, planning, and evaluation of support. The school maintains open, respectful, and regular communication with families, recognising that parental insights are essential in shaping tailored, effective provision for each child.

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The Governors of Hutchesons' Educational Trust, Registered Charity Number SC002922, is the governing body of Hutchesons' Grammar School.

