



Pupil Support: Additional Learning Support in the Curriculum

An Introduction

By attending Hutchesons' pupils are embarking on a journey through our rich and diverse curriculum preparing them with the skills, understanding and confidence to succeed in the world. Hutchesons' Grammar School has a single and integrated approach to supporting pupils with potential or identified additional support needs. The unifying rationale is based upon inclusion and supporting access to the curriculum on offer in both the Primary and Secondary Departments. Effectively supporting each pupil in meeting our high expectations of achievement is the responsibility of every member of the teaching staff. Within this context, provision is tailored individually to each child.

All research into the support of young people suggests that intervention is most effective in early schooling as the building blocks for later learning are being laid. Accordingly, in the Primary years intensive support may be given individually or as a part of a group, either within or outwith the classroom context. The emphasis at this stage is naturally focused upon support for reading (including a Reading Revival programme), number, social and fine motor skills. At the same time provision is made for the extension and enrichment of more able pupils.

As pupils progress through their Primary school careers increasing emphasis is placed on note-taking and independent study skills providing them with the confidence and resilience to meet the challenges of the transition to learning within the framework of discrete subject disciplines.

This mirrors the increasing specialism and expertise required for young people to make satisfactory progress through school. At this stage each teacher will approach and understand the whole child from the perspective and within the context of the particular subject discipline the pupil is accessing at any one time. Accordingly, by the time pupils make the transition to the Secondary Department it has already been established that the primary support for pupils' learning comes from the teachers who are best qualified to support their progress in the subject disciplines that provide the depth and rich framework for the academic curriculum. In doing so those teachers have access to the support of pastoral and learning support specialists who ensure that the needs of each child are being met. Since subject teachers have the time, the expertise and the responsibility to support each

pupil's progress within the mainstream curriculum, the type of support available in the Primary years is no longer necessary or appropriate.

The Framework of Pupil Support in the Curriculum

In the Primary Department, three full-time and three part-time members of staff specialise in identifying needs and providing additional support for children who experience difficulty in their learning or who may have exceptional ability in language and maths. In the Infant Department, where early intervention is recognised as crucial to future progress, the dedicated learning support room is centrally located providing easy low- key access to the resources required at this stage. As pupils progress through the school the role of learning support staff focuses increasingly on monitoring and tracking pupil progress and supporting class teachers in delivering the curriculum.

In the Secondary Department subject teachers who are responsible day to day for the academic identification of need and support for pupils' learning, are themselves supported by the work of the Head of Learning Support. The Head of Learning Support's work ensures the effective electronic transfer of tracking information relating to pupil's support needs in learning at transition stages, helping with the identification of specific learning support needs, providing advice to teachers in relation to these and, in exceptional cases, providing individual advice and support to pupils. As pupils progress to the Senior Phase, an increasingly important part of the Head of Learning Support's role is to ensure the proper provision for them under the requirements of the SQA's Additional Assessment Needs regime. This is carefully planned as pupils engage in assessments subject by subject in S1-S3.

Communication

At any stage the possibility of a need for additional pupil support may be raised by members of staff, by a pupil's parents or by the pupil themselves. Baseline testing, assessment, reporting and tracking, together with normal classroom interaction provide opportunities for gauging the level and type of pupil support required. Specialist learning support staff in the Primary Department and the Head of Learning Support in the Secondary Department, are responsible for ensuring that staff and parents are appropriately informed about these support needs. This includes determining the degree to which individual pupils are developing the strategies and confidence to work more autonomously. Communication may happen directly, or indirectly, through teaching or pastoral staff. To maintain a consistent approach in supporting pupils within the curriculum, the staff responsible for Pupil Support in

both the Primary and the Secondary Departments liaise closely in the transfer of information between Primary 7 and Secondary 1.

If you have any questions about Learning Support at Hutchesons' please do not hesitate to contact the school in the usual way.

Colin Bagnall

Director of Curriculum

Further Useful Links:

www.bdadyslexia.org.uk

www.autism.org.uk

www.dyspraxia.org.uk

www.gla.ac.uk/education/ablepupils (SNAP)