

# Lanark Grammar School



## ASN Provision

Session 2018 - 2019

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If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

# 1) About Our Provision

NAME OF SCHOOL	<b>LANARK GRAMMAR SCHOOL</b>
ADDRESS	<b>KIRKLANDS ROAD LANARK ML11 9AJ</b>
TELEPHONE NUMBER	<b>01555 667520</b>
FAX NUMBER	<b>01555 667521</b>
E-mail:	<a href="mailto:office@lanark.s-lanark.sch.uk">office@lanark.s-lanark.sch.uk</a>
WEBSITE	<a href="http://www.lanark.s-lanark.sch.uk">www.lanark.s-lanark.sch.uk</a>
DESCRIPTION	<b>SIX YEAR COMPREHENSIVE CO-EDUCATIONAL</b>
ADDITIONAL PROVISION	<b>Additional Support Needs Provision for pupils with a wide range of Additional Support Needs with a current role of 107 in the provision.</b>
PROVISIONS	<b>Fully Supported Enhanced Support Learning Classroom ASC in wider school with Support Support for Learning</b>

CURRENT ROLL IN  
ASN ACROSS  
THE PROVISION

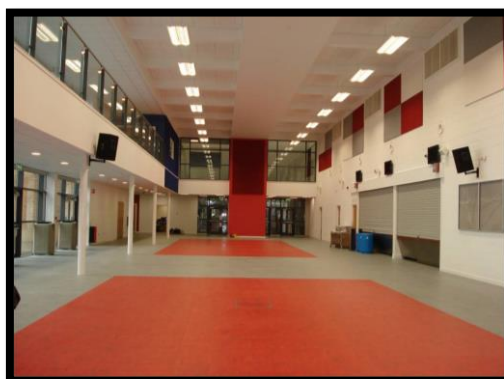
Year Group	Fully Supported	Enhanced Support	ASC/ Learning Classroom	Total for Year
S1	6	10	8	24
S2	4	8	8	20
S3	4	7	5	16
S4	3	5	7	15
S5	4	7	7	18
S6	4	6	4	14

Lanark Grammar School is part of the Lanark Learning Community.

Lanark Grammar School is a non-denominational secondary school.

## STAFF LIST DECEMBER 2018

<b>Head Teacher</b>	Mr M Sherry
<b>Additional Support Needs</b>	<b>Mrs Julie Brown, Acting Depute Head Teacher</b>
<b>Support for Learning</b>	Mrs A Humphries (Principal Teacher)
	Ms G Armstrong
	Mrs K Bennett (Principal Teacher Additional Support Needs)
	Mrs M Casey
	Mr J Clarkson
	Mrs S Gardner
	Mrs L Gordon
	Mrs S Gordon (Principal Teacher Additional Support Needs)
	Mrs S Graham
	Mrs J Jamieson
	Mr S Kelly
	Mrs P Kerr (Principal Teacher Additional Support Needs)
	Mrs J Knight
	Mrs A Miller (Principal Teacher Additional Support Needs)
	Mrs F Reid
	Ms E Smith
	Ms G Williams (Principal Teacher Additional Support Needs)
	Mrs L Winning
	Miss N Young



**The 'Street'**

**The Quad**



**Our school Library**

Support Services Co-ordinator	Mrs R McNally
Support Services Staff	Mrs K Steele, Team Leader
	Mrs L Anderson
	Mrs J Aitken
	Mrs K Boyd
	Mrs L Callan
	Mrs M Callis
	Mrs R Campbell
	Miss S Campbell
	Mrs F Carmichael
	Miss Y Chappell
	Mrs M Collins
	Mrs P Cucco
	Mrs F Doherty
	Mrs I Doolan
	Mrs L Finlay
	Mrs A Glen
	Mrs K Goodall
	Mrs R Gray
	Ms S Gray
	Mrs A Haverstock
	Miss L Heffernan
	Mrs J Henderson
	Mr M Hughes
	Mrs L Kay
	Mrs J Lithgow
	Mrs V Lithgow
	Mrs C Logan
	Mrs E MacLeod
	Mrs J McGill
	Ms L McJarrow
	Mrs C Main
	Mrs P Miller
	Mr Z Moby
	Mrs K Mooney
	Mr E Pringle
	Mr S Sara
	Mrs C Sim
	Mrs M Stewart
	Mrs L Struthers
	Mrs P Taylor
	Mrs R Walsh
	Mrs J Weir

## 2) Transition

The aim of an enhanced transition programme is to meet the needs of the pupil in all the following areas:

- Pastoral: to get to know the pupil as a person and all of their needs
- Curricular: to get to know the pupil's strengths and development needs in relation to their learning and progress
- Environmental: to get to know the environmental and physical needs of the pupil

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. However, pupils will come into our provision either from their associated primary or from another school within South Lanarkshire Council. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school.

We will also provide you with information at this time and on events designed to let P7 children visit the secondary school and meet up with other P7 children from other schools so that the transition period is as smooth as possible.

### **Primary – Secondary Liaison**

One of the main aims of the transition process is to get to know each individual Primary 7 pupil by gathering information which will help support the pupil when they come to Lanark Grammar School in August. To do this we engage with the key personnel in the pupil's life: parents, P7 teacher, Primary Head Teacher, and Additional Support Needs staff. It is about building relationships which will help raise awareness and reduce pupils' and parents' potential concerns.

A full programme of Primary/Secondary liaison runs throughout the year and regular meetings are held between our own teachers and those of our primaries. In the second term, members of the Senior Management Team, and the Principal Teachers of Pupil Support in the Additional Support needs provision will visit all primary schools to meet with the P7 pupils and to discuss the needs of individual pupils with our primary colleagues.

There are visits arranged for all incoming S1 pupils, where they may meet and work with pupils in their new S1 class and, through following their S1 timetable, meet their new teachers. They will also meet their Principal Teachers of Pupil Support in the Additional Support needs provision, who will support them in all aspects of their education throughout their time at school.

**Transition Planner 2018 - 2019**

EVENT	DATE	LOCATION
Identify pupils requiring Enhanced Transition <i>All Pupils in ASN</i>	August/September	-
Initial Transition Visits <i>All Pupils in ASN</i>	October / November	Primary Schools
Parental / Pupil Transition Visit <i>All Pupils in ASN</i>	Thursday 25 <sup>th</sup> October 4pm-4.30pm	LGS ASN Department
Transition Visit Pupils <i>ASC/ASD /ES</i>	Monday 4 <sup>th</sup> Feb – Visit 1 10.15am -11.15am	LGS
Class teacher Visit <i>ASC/ ASD/ES/ FS</i>	April / May	Primary
Transition Visit <i>FS</i>	Thursday 23 <sup>rd</sup> May 9.30am-11am	LGS
Enhanced Transition Days <i>ASD /ASC/ ES</i>	Monday 25 <sup>th</sup> March – Visit 2 10am-12noon	LGS
Enhanced Transition Days <i>All Pupils in ASN</i>	Friday 10 <sup>th</sup> May – Visit 3 ( times to be confirmed)	LGS
P7 Parent's Information Evening <i>Parents and Pupils</i>	Thursday 16 <sup>th</sup> May Evening Event	LGS
Transfer of Information: <i>Pupil Profiles</i> <i>Reading Age Data</i> <i>Spelling Age Data</i>	USBs issued – May  All returns due to LGS Office by Friday 31st May	LGS



<i>Maths Results Spreadsheet &amp; Maths Groupings ASPs, CSPs</i>  <i>Whole School ASN Provision</i>		
2 Day Visit <i>ASC/ASD/ ES</i>	Wednesday 12 <sup>th</sup> June Thursday 13 <sup>th</sup> June	LGS
Transition Visit <i>FS</i>	Tuesday 4 <sup>th</sup> June Wednesday 5 <sup>th</sup> June 9.30am-2.15pm	LGS
Class Teacher Visit if required <i>FS</i>	June	Primary

### Codes

ASC / ASD – Autistic Spectrum Condition / Autistic Spectrum Disorder  
ES – Enhanced Support  
FS – Fully Supported  
ASP- Additional Support Plan  
CSP – Co-ordinated Support Plan

## 3 About our Provision

### Additional Support Needs

Lanark Grammar School meets the needs of pupils with a wide range of Additional Support Needs. While there had always been a strong commitment to and provision for meeting recognised Additional Support Needs within the school, the range of pupils' needs has increased over the last few years and our promoted post structure, staffing levels and staff expertise have changed to plan for and respond to our developing provision. The school's specialist provision serves to manage the needs of a wide range of learners. Within the ASN faculty we have four provisions in addition to the Support for Learning department which supports our wider school pupils.

The Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009 set out an integrated approach to the delivery of services and support for young people. There is a wide range of factors which may give rise to additional support needs. Such factors fall largely into the following four categories:

- learning environment;
- family circumstances;
- disability or health need; and
- social and emotional factors

It is important to recognise that a young person may have additional support needs arising from one, a combination, or indeed all of the above factors. Likewise, additional support needs can be prolonged or enduring or indeed short lived. Notably, pupils who are particularly able or talented also fall into the category of having identified additional support needs. Indeed, almost all learners may require some additional support at some point in the school career. The school actively plans to meet the wide range of needs learners have. The two main plans which exist to support this are:

- Additional Support Plan (ASP). This plan now includes individual targets alongside the inclusion of a designated section for pupils who are "looked after away from home". The ASP will detail the factors giving rise to additional support needs as well as detailing the young person's strengths and targets/development needs.
- Co-ordinated Support Plan (CSP). Where a CSP is required, it will have been recognised that the young person will require support from services outwith Education. The premise for opening a CSP is that interventions/support are/is significant enough to require co-ordination. The CSP is a statutory document which is subject to regular monitoring and review.
- Inclusion is at the heart of Scottish education and is central to ensuring that all young people are provided with every opportunity to achieve their full potential. Whilst Inclusion has always featured as a key aspect of comprehensive education, recent legislation aims to ensure that each local education authority and individual school has a responsibility for meeting the individual needs of each individual pupil. The emphasis is therefore firmly centred on meeting individual needs.

It is important to recognise that Additional Support Needs legislation does not sit in isolation within Scottish education. It is interlinked with other prominent policies and developments such as the implementation of Curriculum for Excellence and the Getting it Right for Every Child (GIRFEC) agenda.

Supporting young people's learning across the school is the shared responsibility of all staff, however there are specific designated staff who have a lead role in taking forward Inclusion and in supporting staff, teaching and non-teaching, to ensure that all pupils are supported in accessing an appropriate curriculum and in meeting the wide range of pupils' needs across the school.

Current specialist provision is led and managed by our acting Depute Head Teacher (Mrs Julie Brown), alongside an allocation of Principal Teachers (Mrs A Miller/Ms G Williams, Mrs K Bennett/Mrs P Kerr and Mrs S Gordon). This staffing allocation is further complemented by the addition of another Principal Teacher (ASN), who has responsibility for Support for Learning - Mrs Humphries fulfils this role.

## **Provision 1 – Fully Supported Provision - FS**

### **Pupils with Severe and Profound Additional Support Needs**

Principal Teachers – Mrs Gwenno Williams – Mon / Tues, Mrs Alison Miller – Wed/ Thurs/ Fri

The Fully Supported provision supports pupils with Severe and/or Profound conditions. Pupils are taught in small classes with a higher ratio of staff. Pupils still access a similar curriculum to that of their wider school peers. Specialist teachers will deliver the curriculum using a range of strategies that ensure pupils have the same opportunities and experiences as others within the school.

Pupils within our Fully Supported provision are taught in composite classrooms. Pupils experience the Broad General Education and Senior Phase in a similar way to their wider school peers and have a breadth of subjects from each of the 8 curricular areas. Both the class teacher and subject specialists work together to deliver the curriculum to our pupils.

Pupils within the provision have the opportunity to access the Experiences and Outcomes from Early Level up to the Third curriculum level. Pupils within the Fully Supported provision will, at times, require the Experiences and Outcomes to be broken up into smaller, easier to measure sections.

Pupils will have an element of choice and personalisation in their curriculum from S1 through to S6. As well as school-based coursework, pupils across the department access the local community to supplement their learning. In this environment pupils are exposed to real life situations that enhance lifeskills, build confidence and promote independence.

In our Senior Phase, pupils aim to attain a range of National Qualifications as well as ASDAN certification. Pupils may have a one-day a week college placement during S5 and S6 that can lead on to a two-year college course. They are also given the opportunity to access a wide range of vocational activities available in the local community. The introduction of the vast array of National 1 and 2 qualifications has allowed us to further recognise the attainment of our young people. By fitting these around the learning and experiences of our young people they are able to celebrate their achievements at a certified level.

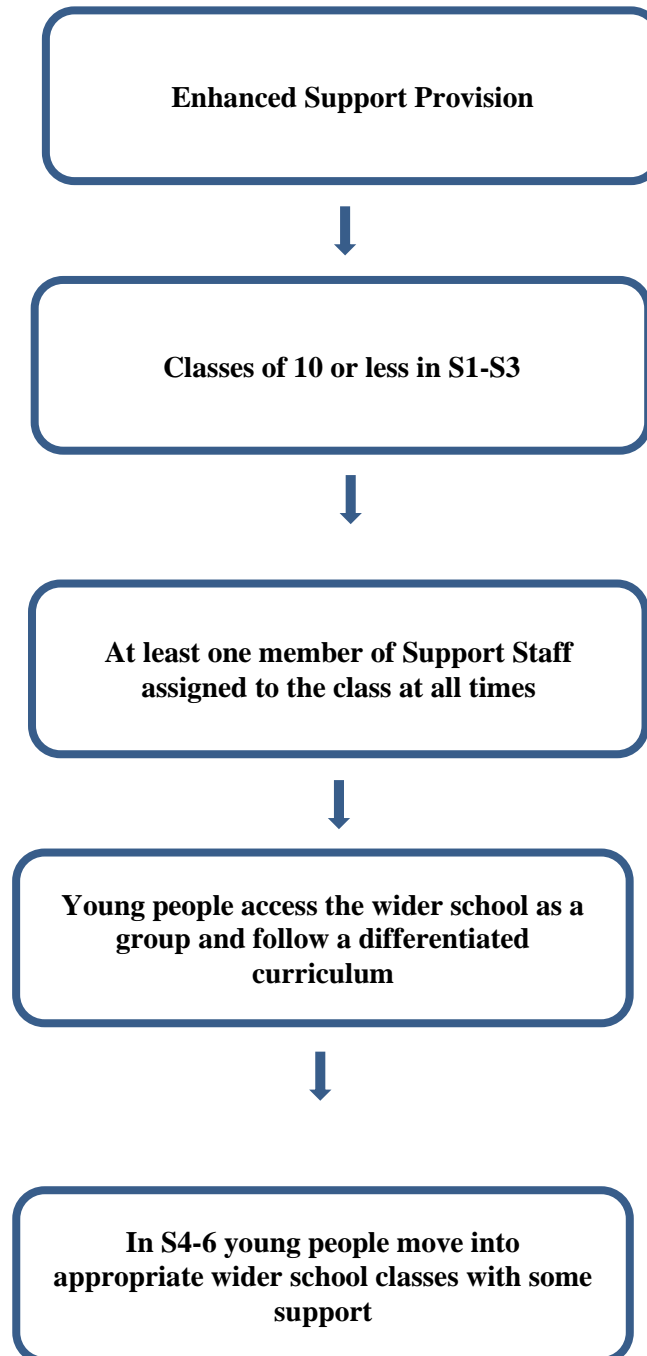


## **Provision 2 - Enhanced Support- ES**

### **Enhanced Support**

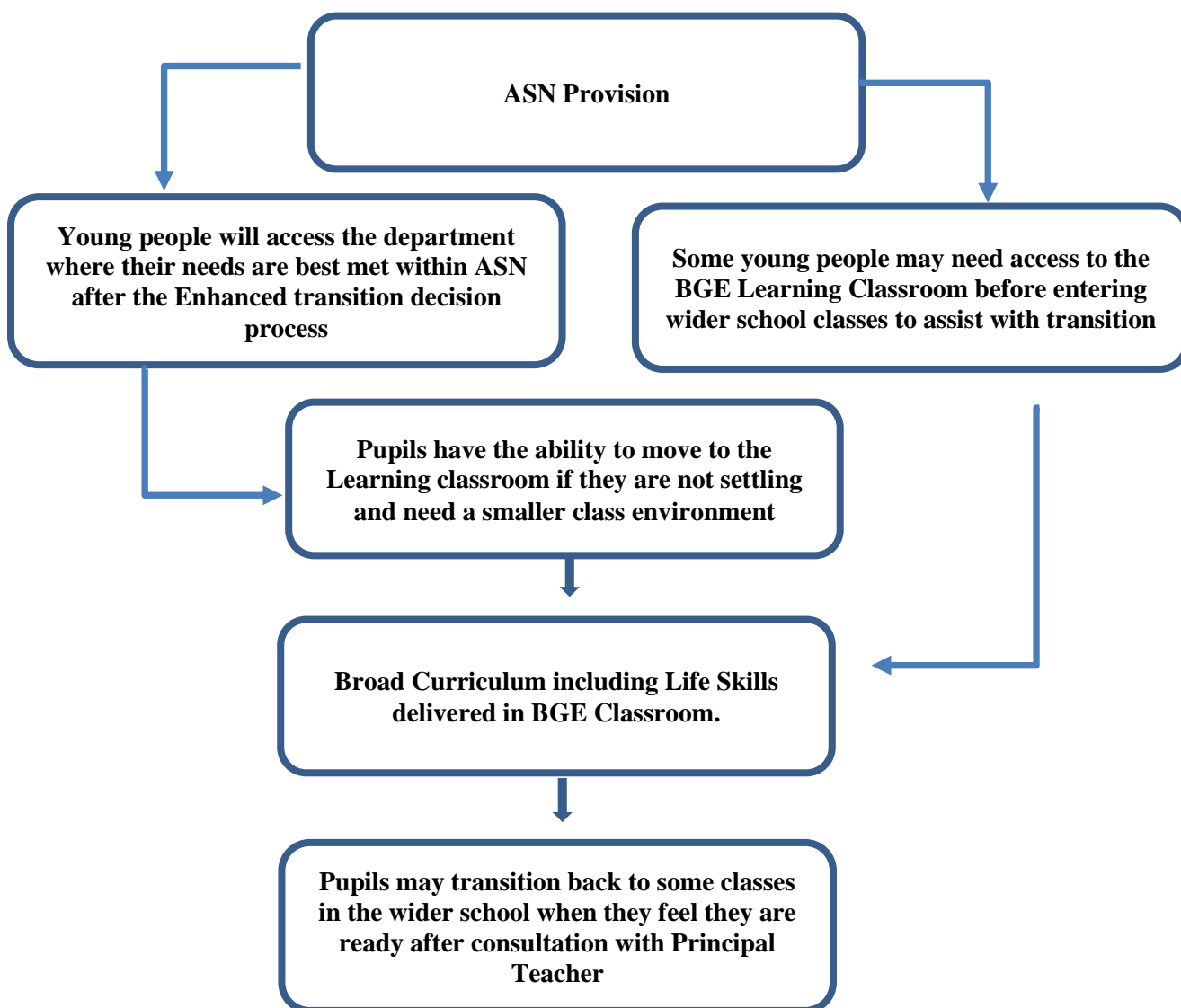
Principal Teacher – Mrs Suzanne Gordon

The Enhanced Support provision supports to pupils with a range of conditions who benefit from being taught in smaller classes. These classes often have an assigned member of Support staff and pupils will follow a similar curriculum to their wider school peers but at a slower pace. This is maintained until young people reach S4, at this point they are integrated into a wider school structure to support certificated attainment.



### Provision 3- Learning Classrooms

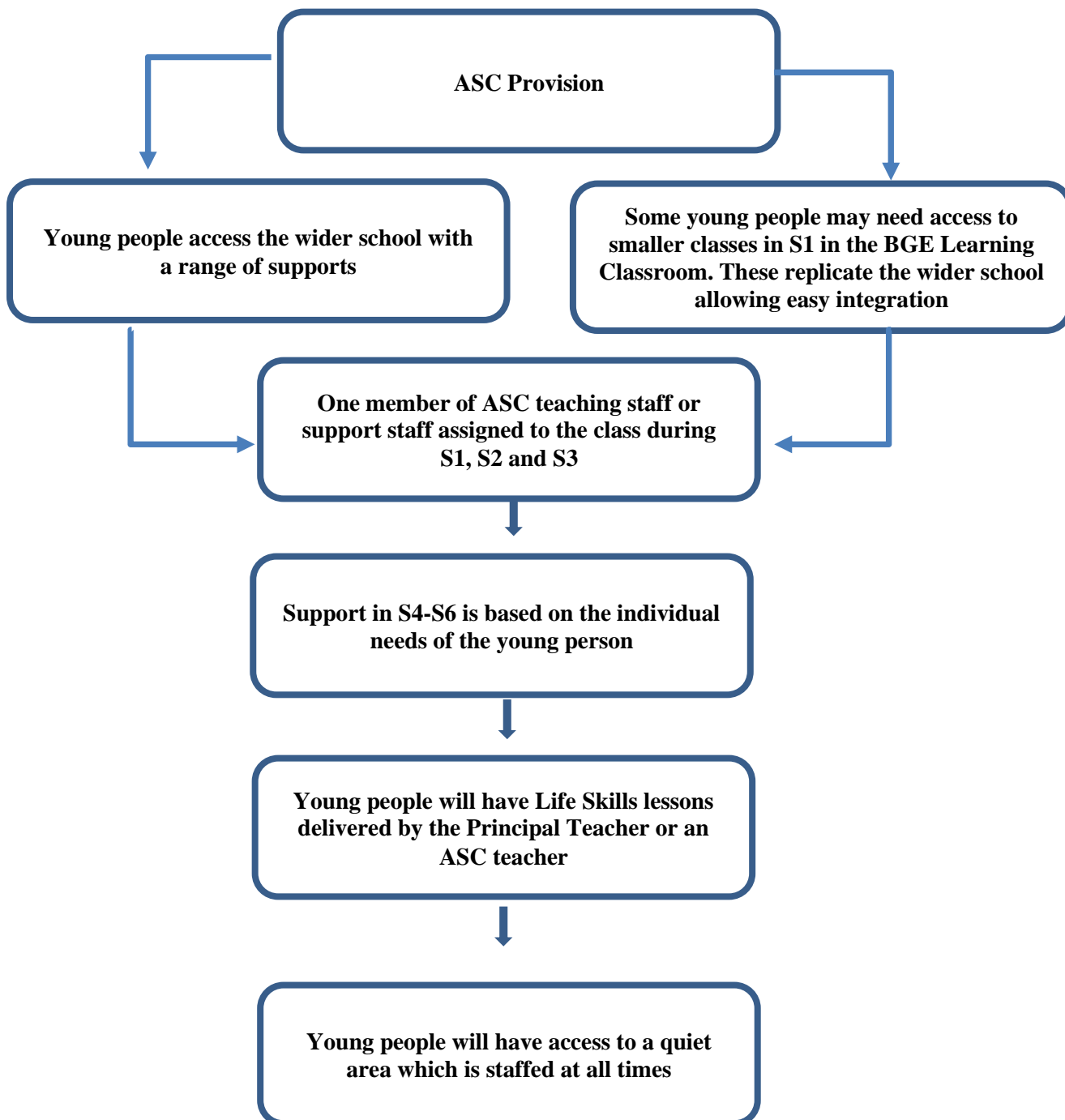
All Pupils within the ASN provision have the opportunity to access the Broad General Education or Senior phase learning classrooms if required through consultation with Principal Teachers to see if it is deemed suitable. The classrooms have a higher staff to pupil ratio and will have a maximum of 6 pupils. The BGE classroom will follow a Broad General Education curriculum for S1 – S3 and a Senior Phase curriculum for S4-S6. Pupils in the classrooms are academically able to follow the same curriculum as their wider school peers but may require the smaller environment as they find difficulty with the large numbers of pupils in wider school classes and the movement across the school.



**Provision 4 – Autistic Spectrum Condition / Disorder - ASC/ASD**

Principal Teachers – Mrs Karen Bennett – Mon / Thurs / Fri, Mrs Pauline Kerr – Tues / Wed

The Autistic Spectrum Condition provision supports pupils with ASC who are able to access the wider school curriculum. Pupils here follow the same timetable as their wider school peers but have a range of supports to allow them to do so. These supports include specialist staff in class, Life Skills classes and access to a learning classroom that is staffed at all times and follows a wide curriculum. The learning classrooms are made up of a Broad General Education classroom for S1 – S3 and a Senior Phase Classroom for S4-S6. Pupils are academically able to follow the same curriculum as their wider school peers but require the smaller environment as they find difficulty with the large numbers of pupils in wider school classes and the movement across the school.



## **Provision 5 – Support for Learning**

Principal Teacher – Mrs Anna Humphries

The Support for Learning Department aims to provide education for every pupil in the wider school through an awareness and understanding of:

- the diverse range of pupils' learning needs
- the process by which we identify these needs
- the procedures and supports we adopt to meet these needs

The Support for Learning department works with pupils, staff and outside agencies to ensure early identification of learning needs, in order to provide appropriate support as well as monitor and evaluate the effectiveness of that support.

The department employs many strategies to enhance the education of pupils with additional needs. For some pupils this may be support in class whilst for others there may be a need for additional support out with the classroom by way of targeted interventions/programmes of support.

The following programmes and interventions further support identified pupils:

- Catch Up Literacy
- Hornets Literacy Primer
- Literacy Circles
- Paired Reading
- Literacy Intervention Classes
- Wordshark
- SRA Reading Box
- Red Reading Box
- IDL (Indirect Dyslexia Learning)
- Education City
- Numicon Big Ideas
- 5 Minute Numeracy Box

For more information, please contact Mrs A Humphries, PT SFL



## **Supporting Pupils in the Wider School**

### **Allocation of School Support Assistants**

In June of each year the PT Support for Learning is notified about the allocation of SSAs to the wider school for the forthcoming session. Those working in the wider school are allocated to support specific pupils or provide general support in identified classes as outlined in the "School Support Assistant" part of this booklet and usually target pupils in S1-3. These decisions are based on information received from our Associated Primary Schools which forms the basis for our Pupil Profiles and Additional Support Plans. Timetables are established, but these are subject to change as "Requests for Support" are received from subject teachers and additional support needs arise unexpectedly through the session.

Although SSAs may be allocated to a particular pupil in class, it is very likely that there are other pupils in that class who may require support at any time. Consequently, SSAs are not expected to support the identified pupil exclusively – especially if he/she is on task and coping well. Also, if the identified pupil is absent from school, the SSA should take direction from the class teacher about other pupils in the class who may benefit from support that period. These pupils may be from the ASC Provision, Enhanced Support Provision or Fully Supported Provision, as well as from Wider School.

If the SSA is not required in the class, he/she should report to the PT Support for Learning, the Team Leader or their identified Instructor and undertake alternative tasks instead.

### **Supervision Outwith the Classroom**

At times it may be necessary for a SSA to accompany a pupil to or from the toilet / school office because of a medical or personal requirement, however, wider school pupils are generally in class for the full duration of the period so it is only in exceptional circumstances that pupils and SSAs will be required to leave a classroom before the bell. This enables any discussion with the class teacher to take place at the end of the lesson which might inform future learning.

### **Additional Assessments Arrangements**

During the school Assessment Diet, (both prelims and SQA examinations in May), SSAs may be required to provide appropriate support for identified pupils in the senior phase i.e. reading and/or scribing, prompting, giving practical assistance etc. Throughout the session, SSAs may be asked to provide support in assessments for pupils following a Broad General Curriculum in S1-S3, and this may involve changes to SSA's daily timetable as required. Full training is offered for this prior to the assessments, if necessary, and all assessment support is recorded in the diary in the Support for Learning Office.

### **Daily Meetings**

SSAs working in the wider school meet at 8.30am each morning in room A101 with the PT Support for Learning to discuss pertinent matters and any timetable changes for the day ahead.