



1. INTRODUCTION

This policy sets out our approach to supporting pupils with additional support needs (ASN). It includes information on the ways that we support and monitor students with identified individual needs. This policy reflects our whole school practice and ethos.

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. Children or young people may require additional support for a variety of reasons ... “(Additional Support for Learning: Statutory Guidance 2017)

Our Aims:

Our aim is to provide a high-quality, inclusive education, ensuring all pupils have the resources and opportunities to Belong, Flourish, and Achieve. We are committed to fostering an environment where every learner is valued, included and empowered to overcome barriers and succeed academically, socially and emotionally.

We are guided by the legislation and principles outlined below:

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

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

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

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

2. SUPPORT AND PROVISION

First and foremost, we recognise the influence of excellent teaching, smaller classes and supportive peers. We want our classrooms to be diverse teams and are committed to supporting teachers to bring out the best in everyone. All our pupils follow a broad and balanced curriculum and are encouraged to get involved in the extra-curricular life of the school. Many of our supported pupils are superb ambassadors for the school and we are very proud of this. We aim to foster a resilient and independent attitude to learning in all our pupils.

The Learning Support Department provides appropriate support at every stage of the learning journey. The delivery is sensitive to:

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

We operate a Staged Approach to delivery, which allows us to prioritise our time and allocate resources appropriately.





Universal support – most pupils at this stage have their needs met in the classroom.

Targeted Support – some pupils require active intervention from the Learning Support Department.

Enhanced Support – a few pupils require individual planning, a co-ordinated team approach and an annual review meeting each academic year.

Support at all stages is responsive to the individual need and is guided by target-led planning, monitoring and review. Support programmes may be short and intensive, or longer term.

Learning Support staff in the Primary will work alongside class teachers in the classroom, or work with small groups and individuals in our dedicated support bases.

In the Secondary school our subject teachers are key in meeting the needs of all learners. They implement the support advice shared on our registration system and on target sheets. In addition to this subject-specific support, there is a designated Assistant Head of House (Learning Support) who guides pupils through the senior phase. They provide additional guidance with organisation, study skills, well-being and examination arrangements. They co-ordinate support to ensure a holistic approach with the pupil need at the centre and they ensure information is recorded and shared to the benefit of the pupil.

Throughout the learning journey our staff provide continuous care and build trusted relationships. We believe that Every Story Matters and are mindful that key points of transition benefit from enhanced care and planning. Knowing our families well makes a difference. Working in collaboration with our pastoral colleagues and our subject specialists provides a supportive team around the pupil.

3. IDENTIFICATION AND ASSESSMENT

Our staff aim to identify pupils with individual support needs at an early stage through regular monitoring and assessment and by being responsive to information shared from home. Information is key and identification of need is a process of careful analysis of data and information from a range of sources, including reporting, teacher records and observation. Whole school tracking procedures inform our knowledge of pupil progress, allowing us to recognise strengths and challenges and to identify pupils that will benefit from planned support.

In addition to standardised assessments the Learning Support Department employ specialist screening tools and checklists. These are used to create accurate learner profiles, identifying strengths and challenges and informing the next steps and strategies that will best help the individual.

Our Learning Support Register and our individual pupil records aid continuity of care. Our pupils and school community are served by an experienced, committed and caring team. Our core areas of expertise are

- Dyslexia – and specific literacy difference
- Visual stress – and reading support
- Autism – and social/emotional support
- ADHD – and focus/concentration support
- Dyspraxia – and executive function support



- Auditory/Sensory processing disorder – and adjustments to the teaching environment

We support when we see a need and do not require a formal diagnosis. We aim to match appropriate strategies to the profile of the pupil.

4. INCLUSIVE TEACHING: ORGANISATION, ROLES AND RESPONSIBILITIES

“Every teacher is a Learning Support teacher...”

The Learning Support Department is committed to raising awareness of neurodiversity. We act to promote positive and respectful attitudes towards learning differences within our school community. We acknowledge and celebrate decision making and whole school resourcing that meets the needs of the school community. We believe that teaching that is good for our neurodivergent pupils is good teaching for all. This ethos is embedded within the roles and responsibilities of the key staff delivering support. The school provides a Head of Learning Support who oversees provision in both the primary and secondary. There are four Assistant Heads of House in the Senior School who combine their teaching roles with additional responsibility for Learning Support. We have three members of staff, (two being full time) in the primary school who are specialist learning support teachers. We have five Classroom Assistants that work in the primary school who contribute to Learning Support.

Roles and Responsibilities

The Senior Leadership Team and Governing Body

- Communicate the vision and create a positive culture where all can flourish
- Ensure that our Learning Support provision meets the requirements of the Additional Support for Learning Act (Scotland) 2017 and the Equality Act 2010 and approves the Learning Support Policy
- Ensure that improvement planning and decision making considers the needs of all learners and meets accessibility and equity requirements
- Allocate staff and resources effectively to enable the implementation of the Learning Support policy
- Enable action to be taken on key projects regarding the strategic vision for Learning Support
- Work with School Admissions to manage the transition process and information sharing when pupils join, change phase or leave the school

Head of Learning Support

In addition to an active support role in Primary 7, the Head of Learning Support:

- Oversees and co-ordinates Learning Support across Primary and Secondary sites
- Implements the Learning Support Policy and works with the Depute Rector (Academic) to identify strategic goals for the School Improvement Plan
- Has responsibility for the effective communication of Learning Support to pupils, parents and staff
- Manages and supports the development of the Learning Support staff
- Directly supports the transition phase from Primary to Secondary for pupils with additional support needs
- Represents the Learning Support department where appropriate (eg Parents' Evenings, ASLT, EDI Working Party)



- Works with the Examination Team to coordinate the allocation of additional assessment arrangements (AAAs) for pupils with identified learning needs
- Creates a culture of continuous professional development, curiosity and collaboration

Learning Support Specialist Teachers (Primary)

In addition to playing an active role in primary school life, the Learning Support Specialist:

- Works with class teachers and the Senior Leadership Team (Primary) to identify individual need and plan effective support
- Targets literacy, numeracy, motor-skills, social skills and well-being
- Delivers, records and evaluates appropriate programmes of support
- Communicates support planning to parents and facilitates information sharing
- Advises and supports colleagues, providing resources to meet a range of needs

Assistant Head of House - Learning Support (Secondary)

In addition to playing an active role in secondary school life, the Assistant Head of House (Learning Support):

- Assists the Head of Learning Support with the delivery of the Learning Support Policy
- Works with colleagues to identify individual need and plan effective support
- Is a key contact for parents of pupils with additional support needs when they first join the school and for the journey
- Provides mentoring and coaching for pupils with identified needs
- Advise pupils during key points like subject choices, helping them make decisions which will allow them to follow appropriate curricular pathways
- Advises and supports colleagues
- Gathers information from a range of sources to inform and co-ordinate planning. This includes liaising with outside agencies
- Regularly reviews and updates target sheets and support information
- Encourages resilience, responsibility, and independence in preparation for life beyond school

Classroom Teachers and Subject Specialists

Classroom Teachers and Subject Specialists are responsible for:

- Implementing the Learning Support policy in the classroom and acting on the information provided by the LS department.
- Providing an appropriately differentiated curriculum and make reasonable adjustments to meet all needs
- Working collaboratively with the Learning Support teachers to plan and timetable effective support
- Sharing information at points of transition and noting relevant issues in the appropriate shared area
- Giving feedback to pupils, parents/carers and specialist teachers about pupils' performance and progress
- Creating a positive classroom culture that celebrates difference and promotes a growth-mindset
- Engaging families and building supportive relationships with home



- Using a range of approaches and providing supplementary materials in a range of formats to engage all learners
- Using ICT, including assistive technology, to remove barriers and promote engagement and achievement
- Plan for additional adults in the room; identifying the purpose of the support, the pupils to be targeted and the intended outcomes
- Writing reports that acknowledge the support strategies in place, the progress made, and the next steps required to achieve a goal

5. COMMUNICATION AND RECORD KEEPING

We are committed to ensuring that Learning Support information is communicated in a way that is visible, accessible, transparent, informative and helpful. Staff, parents and pupils are kept informed of updates and ongoing departmental developments in our termly newsletter – ‘Neurodiversity Matters’. We are aware of the importance of language within the neurodivergent community and aim to reflect the wishes of the family and the pupil in our communications.

Our recording systems ensure that pupils are well known and that the learning support journey is thoroughly documented. We maintain our records digitally and securely. All paperwork is written with parental viewing in mind – respectful, positive and factual. We share updates to target sheets and learning alerts with parents and pupils.

Key documents are: The Learning Support Register, Initial Concerns Form (Primary) Overview (Primary) Target Sheet, Classroom Support Plan, Individual Education Plan

Data Protection

Our department follows the guidance provided in our most recent GDPR Policy. This is currently under review.

Our department knows that sensitive information and data must be:

- Used fairly, lawfully and transparently
- Used for specified, explicit purposes
- Used in a way that is adequate, relevant and limited to only what is necessary
- Accurate and, where necessary, kept up to date
- Kept for no longer than is necessary
- Handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction or damage

(The Data Protection Act 2018)

6. INVOLVING PARENTS AND INCLUDING PUPIL VOICE

The department is committed to developing supportive and positive relationships with families. We welcome regular communication. Learning Support staff share their contact details and are represented at Parents’ Evenings, Transition and Subject Choice events. We aim to create Target Sheets that reflect conversations with the pupil and invite our children and young people to express their opinions and state preferences. We respect their right to advocate for their needs and understand that some of our pupils and families experience a range of attitudes and



emotions at different stages. We request permission prior to starting support. We actively seek opportunities to encourage peer support, ambassadors, and young learning mentors.

7. CONTINUOUS DEVELOPMENT

This policy provides guidance on policy and procedure that is in place, or imminent, at the time of writing. The department is responsive to change, forward looking and continuously evolving. We are committed to ongoing professional development and actively seek out training, research initiatives and networking opportunities that will help us to deliver quality support that works for our children and young people. The opinions of our parents, pupils, teachers and wider community matters and we encourage feedback and engagement.

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