



## Our Vision

In the Support Department our aim is to work as a team with parents, pupils and additional services. We have an open door policy and are happy to meet with parents at any stage in the year to discuss their child's progress. If you have any concerns about your child's progress, please call the school or email. Barrhead High School

[www.barrhead.e-renfrew.sch.uk](http://www.barrhead.e-renfrew.sch.uk)

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What do we do?

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Lower School In S 1/2 our initial focus is on the core subjects such as English and Maths. At times some pupils will be withdrawn in small groups for extra help in specific areas such as

story writing, spelling and basic number work.



Once support in these areas has been arranged we then look at the pupils needs and organise the timetable to ensure that those who need support in specific subjects receive the help required.

### Middle School

We assist with the teaching and learning in classes, as well as with small groups, helping pupils complete their folios and projects for specific classes, and give general support with course work.

Some pupils who have Additional Support Needs and are unable to cope with 8 SQA exams (whether national 4 or national 5) and withdrawn from one core subject and given extra support in the SFL base with Maths, English or NQ courses.



An important part of the support in S3/4 is the reading and scribing for class assessments and exams for pupils with Additional Support Needs (ASN).

In S4 all pupils have to attend a work placement for a week. The support department are involved in ensuring pupils with ASN are fully prepared for the placement.

S4 pupils are supported in private study and get the opportunity to learn how to study.

### Upper School

The support provided in S5/6 varies from year to year depending on the needs of pupils. If required, pupils will be offered tutorials in the SFL base to assist them with course work. As such they will be timetabled in the base for between 3 - 6 periods a week.

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Pupils in senior school come to the Support base to study throughout the year and in particular during exam leave.

Some pupils in school do not spend their entire timetable in mainstream classes. When withdrawn the (PSAs) Pupil Support Assistant and teachers do important 'life skills' work with these pupils.

This may include a range of activities, including:

- Visiting the local library sing public transport
  - Outreach at Isobel Mair
  - Vocational experiences



### Stages can be summarised broadly as:

Stage 1 Classroom based, teacher led strategy, Classroom based with additional educational support  
 Stage 2 Complex multi-agency involvements. Case management approach. Joint Support team. Multi agency involvement  
 Stage 3 Legislative requirements

## Tutorial Teaching

Core skills such as language, communication and numeracy are focused on.

- Individual progress monitored.
- Liaison with teaching staff.
- Pupils and parents involved in planning.
- Pupils involved in peer and self-assessment.
- Target setting with teacher. Once a referral from a member of staff, pupils or parent has been received, the department will carry out the following steps:
  1. Interview pupil and contact parents.
  2. Conduct appropriate assessments as part of the wellbeing Process.

3. Seek advice from colleagues and specialists, possible referral to JST.
4. Provide feedback to class teacher, pupils and parents.
5. Monitor progress and evaluate supports put in place.

## Co-operative Teaching

Support teachers work alongside staff to ensure that the learning and teaching within class is meeting the needs of pupils with ASN.

- Plan jointly
- Clarify roles and responsibilities
- Engage in evaluation of lessons
- Provide strategies to ensure pupil's needs are being met
- Cooperative teaching within the class Pupils seek advice/ feedback on teaching and learning methods and materials.
- Parents – encourage partnership with the school.