

# Saint Ninian's High School

## Support for Learning

### Improvement Plan 2021-22

#### Overview

Our work is increasingly taking cognisance of the recommendations and actions to be taken forward and identified in the in the 2020 'National Additional support for learning: action plan':

<https://www.gov.scot/publications/additional-support-learning-action-plan/>

We will integrate the relevant recommendations from the forthcoming CfE OECD Independent Review, the SG 2020 *Young Person Guarantee No-one Left Behind, Initial Report*, and 2021 Audit Scotland Report: *Improving outcomes for young people through school education* [here](#) and our 2019 HMI Report action point.

Our work will contribute significantly to our ethos around meeting the needs of young people with ASN, will further align and embed the policy of ERC's presumption of mainstreaming, enhance provision offering more flexible and individualised pathways, improve and expand resources for use in mainstream, professional develop the skill teachers and support staff, improve educational outcomes, and inform the performance audit for outcomes for pupils with ASN.

It will contribute to the LIP 21-24 targets:

- Implement the Diversity Action Plan
- Implement the recommendations of the National ASL review
- Implement the new Integrated Children's Services Plan
- Implement the Parental Engagement and Involvement Strategy

SfL will support intervention work arising from the analysis of Standardised Tests (P7 and S2), SNSA, CfE Teacher Judgements analysis, and ongoing tracking of National Qualifications S3-S6.

St Ninian's High School comprises a school role where 26% of learners have an identified additional support need. This encompasses a vast range of ASN, including dyslexia, ASD, mental health, medical, visual stress as well as others.

*Based on average total tariff scores, the school is sustaining very high standards for the lowest attaining 20%, middle attaining 60% and highest attaining 20% as they leave the School. Broadly, over the latest four years for all of these attainment groups, the school has sustained a significantly much higher performance than the VC. (HMI 2019)*

In order to ensure that this level is maintained and indeed improved, the role that support for learning plays is of utmost importance. The unique model of support for learning established in St Ninian's is paramount to the continued success of St Ninian's in ensuring the attainment and achievement of all learners. A whole school approach, supported by identified teaching staff members within each

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department and implemented, reviewed and evaluated by all staff, pupils and parents is essential. One of the key areas increasingly covered is 'self-advocacy', based on our belief that no matter what a pupil's needs are if they are able to advocate for themselves they will go far. In order for this to be fully accomplished, continued development parental engagements, pupil voice and evaluation is required.

The management of the areas below will ensure the continued progression and development of the Saint Ninian's support for learning vision in line with the professional values, commitment and career long professional learning of teachers in Scotland.

### **Key Responsibilities**

#### **Everyone Attaining**

Bespoke and adapted curriculums

- Continue to ensure that curriculums are adapted and supported across the whole school in order to meet all learners needs
- Adapted curriculums to continue to be available from the outset of secondary and throughout the learners secondary experience
- Curriculums to be reviewed and quality assurance in place to ensure attainment for all learners

Staff CLPL

- Principal Teacher to identify, develop, source and where required, offer and deliver CLPL to staff in order to continue to create innovative approaches to delivering differentiated learning and teaching across all subjects and share good practice where it is found
- Support and guidance provided to staff in the implementation of support for learning policies, practices and updated legislation and guidance where applicable.
- We would contribute to the LA CLPL programme, research, and work with partners e.g. psychological service, SDS, Colleges, to ensure that staff are engaged in developing practice, professional enquiry, SIPPs, modules for ITE, NQTs, etc.. Also to Subject networks contributing to the agenda of the Secondary PT Groups, the Depute Head teachers Network, Cluster networks, Curriculum networks (e.g. Literacy and numeracy).
- We would use our work to engage with LA staff to address issues of policy development (e.g. evaluation of effectiveness of closing the attainment gap) and also contribute to the West Partnership Regional Improvement Collaborative (RICs).

#### **Everyone Achieving**

Targeted support and interventions

- Continue to develop and review methods used to identify learners requiring targeted support and interventions
  - Empower staff to assess and evaluate learners support strategies, raise concerns and consider best support.
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- Continue to develop and deliver key-targeted support to learners both via groups and individual support.
- Develop the use of data in analysing and evaluating the effect of said interventions.
- Continue to develop pupil awareness of their learning, barriers, strategies and support in order to achieve the best outcome for all learners
- Continue to develop methods for pupils to self-review and evaluate their own support.

### SQA

- Ensure all SQA policies relating to alternative assessment arrangements are implemented and moderated.
- Continue to support staff in the collection of SQA evidence as required.
- Develop further our digital work / remote learning resources to support pupils with ASN

### Alternative assessment pathways

- Continue to develop partnerships offering alternative pathways and awards for learners.
- Continue to offer bespoke pathways of attainment, combining a variety of assessments and awarding bodies to ensure the best outcomes for all learners

### **Excellent Experiences**

#### Transition support

- Continue to develop primary to secondary transitions to ensure that all pupils have excellent experiences from the outset of their secondary education
- Have a more formalised process for identifying learners requiring early transitions
- Support primary colleagues in delivery transition support to learners.
- Continue to develop transition support for senior pupils moving onto future destinations
- Implement a process for reviewing and supporting learners post-secondary education where specific barriers are identified

#### Home link support

- Ensuring key support provisions are established and embedded in the whole school for supporting learners who have specific barriers in relation to attendance
- Develop the use of digital technologies in supporting all learners with their learning enhancing their attainment

#### Parental engagement

- To implement and develop parental workshops, ensuring key links and understanding of support between school and home

#### PSA management

- Continue to review and develop the role and best use of PSAs to enhance and support the attainment of learners
  - Continue to offer and deliver key CLPL to PSAs to allow for improved learner experiences
  - Continue to empower PSAs to use initiative, seek opportunities and deliver support that meets all learners needs
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**Examples of work to date – with great opportunities to develop, expand, make a difference in: attainment, achievement, wellbeing, and learner experiences.**

**DYW (see recent presentation on ERC Destinations).**

To support young people with Additional Support Needs into positive and sustained destinations.

What has been our impact: To increase number of young people going into employment, training or further education which is more closely linked to employment.

It supports professional reflections around the  **Career Education** and  **Work Placements** **Standards** as well as  **School / Employer Partnerships**.

At present we have and continue to develop a range of courses focused on 3 key areas where there is evidence of employment routes for young people with Additional Support Needs.

School to offer realistic work environments where young people can develop skills for learning, life and work.

- Hospitality: extending our Home Economics range of course – Cake Craft, etc.
- Horticulture/life sciences – NPA, Beekeeping, use of our allotment, lab skills,
- Customer services and administration – work experience through our office, school library, plans to further support supporting clerical and admin tasks via library,

We have in place our own developing Enterprise Academy (built across a number of departments: Achieve Group ( a series of different products sold within the school, Bird Boxes ( metalwork), Bird tables (woodwork, Business Enterprise Group), Christmas Hampers ( Home Economics), etc. We want to extend that provision providing pupils with work-based learning opportunities. We want to extend the courses being delivered by our staff expanding our work through offerings from our partners to develop industry relevant qualifications utilising ERC support and local College courses.

### **Next Steps**

Our Achieve Team runs weekly through the support of an external partner and is a valuable alternative pathway for many of our High Tariff ASN young people. Through the Achieve Team they learn and develop key life skills, in an environment that is nurturing and supportive. The pupils through this course receive a Princes Trust award for their effort, commitment and hard work. Keen to develop the DYW dimension with partners with further opportunities through our in-school based Vocational programme – construction trades, nail-beauty, heart start, etc.

### **Parental Workshops**

Currently (pre-covid) we offered extensive range of evenings. We intend to further develop into a range of bespoke ASN events targeting parents in area– literacy, numeracy, mental health, career

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pathways with College engagement, use of digital support available via school. This is a key feature in our 2021-22 SIP and SfL Plan and we believe will make a significant difference to the provision of support for learning within SNHS (see attached review).

There is evidence from our evaluation that our home-school link work is having an impact on outcomes and a very a positive impact on wellbeing and engagement in our school.

### **Staff with Support for Learning within their job description**

#### **Literacy**

- Focused staffing has allowed for materials to be developed for targeted support groups and for these to be led by members of the support for learning team. We now have an S1 Communication Comics resource, an outstanding Reading for Comprehension resource for senior phase pupils, we have created a dyslexia strategies booklet as well as revision techniques. Without focused staffing taking on these responsibilities, these resources would not have been developed and groups could not have operated.

#### **Mental wellbeing and confidence**

- Focused staffing through department representatives, has enabled the learner conversation programme to take place. This is a pro-active programme, ran throughout the year, where each pupil with an identified ASN will complete learner conversation with one of our trained SfL staff/representatives. Staff received training on this though the in-service day programme.
- The training of PSA staff to deliver the Together Better Readers programme has allowed us to provide an individual programme of support for our BGE pupils with barriers to reading.

#### **SfL and Health and Wellbeing Interventions**

**One to one support.** Since the beginning of term 38 pupils engaged with sfl – receiving increased support and issued with ‘coping tools’. Increased pupil independence capacity and confidence and less referrals to the YC service within SNHS. During lockdown pupils receive individual check in calls as well as one to one support, provided with coping tools and resource packs including mindful art, breathing techniques and individual wellbeing check in cards.

C McCallum is currently completing full COSCA counselling skills course. Module 1 complete – CLPL will be delivered to pastoral team as well as MHFA team. This is developing ‘counselling’ skills which are already being utilised to support pupils on a one to one capacity.

About to begin is the ERC programme with two nominated teachers, extending our team to 4.

#### **Mental Health First aid team (MHFA)**

MHFA team involved in supporting pupils for individual ‘check in’s’ following completion of Scotland’s MHFA (full day) training course. Subsequent training has meant that MHFA staff use

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'wellbeing check in cards' as well as different talking and listening techniques offered in CLPL. In addition two of the MHFA team are embarking on the COSCA working with children & young people: a counselling skills approach course. This training will allow for further targeted support and bespoke input for young people within St Ninian's High School.

A team of S6 'MH listeners' have also been trained up to support pupils one to one.

Pupils attended a number of training sessions based on a toolkit provided by Anna Freud's Mentally Healthy Schools. Both MHFA staff and 'pupil listeners' are displayed on the prominent MHFA board within the school.

**CBT counselling from I Quinn** Since the beginning of term 16 pupils have received support: "Since I've worked with Miss Quinn I'm just so much less anxious. I feel like I have ways of coping now and it's been a long while since I've felt like this." S6 Pupil August 2020.

During lockdown CBT sessions offered to pupils via the phone, pupils previously engaged as well as 7 new referrals taken on promptly.

### **S3 Mental Health Programme – early intervention**

An evidence based programme to intervene in targeting low mood, negative thoughts and equip young people with a 'toolkit' to cope post-programme.

During November and December 2020 all of S3 presented to during PSHE following this pupils completed the Warwick-Edinburgh wellbeing screener. Wellbeing data gathered for all of S3 to allow targeted interventions to take place. Based on the Warwick-Edinburgh scoring 36 pupils were identified as scoring low (below 40) in areas of satisfaction, affect, competence, relatedness and autonomy. This allowed for early intervention conversations and support to be offered. In addition, a number of these pupils will take part in targeted CBT sessions. This due to begin in January, but now rescheduled for April 2021. This will include CBT strategies and cognitive restructuring methods. Pastoral staff feedback extremely positive and in most cases the programme identified pupils who had previously not presented with MH concerns

### **Bespoke support groups**

The resilience group - Individualised support, developing emotional literacy, identifying mentor and routine. S1 and S2 group established, parental and pupil feedback identifies intervention as a valued support. Resilience scale (brief resilience scale) shows increased pupil capacity and overall resilience.

Articulate allowed pupils from a LAC background/turbulent family situation to develop graffiti art skills, working towards a bronze art award through Trinity College, London. The yearlong project helped develop confidence, self-awareness and creative skills within the young people. It was credited in a Scottish Government paper as a project which celebrated young people's strengths and allowed for creativity during the pandemic.

Mindful art programme used throughout school year to support and identify 'coping tools' so that young people are able to support their own mental wellbeing. In addition, used individually during

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lockdown as well as to support vulnerable young people in the hub. Identified by Education Scotland as an example of good practice in supporting learner's wellbeing.

### **Numeracy/ Literacy SCQF Level 3/4/5**

The percentage of candidates achieving SCQF level 4 and 5 has increased over the past 3 years. This remains higher than the virtual comparator school, ERC and National levels for SCQF Level 5. The CfE levels of our pupils over time has increased. Historically learners had been working on individual milestones and now learners are achieving at higher levels. However we believe we can raise these further and be more consistent in our work through innovative **Curricular Design, learner pathways, and inter-disciplinary learning** work with teachers, parents, and young people.

### **Digital Support for Numeracy and Literacy**

Focussed staffing has allowed a bespoke offering of online work during the lockdowns this year and last year. Each pathway had their own timeline in place and therefore lessons were produced for each Maths and English pathway rather than a general set of lessons for each course. Staff in English and Maths were deployed into development teams to create online lessons and resources which were used during online learning and also for pupils who did not return to school due to shielding, pupils who have self-isolating and those with ASN (with pupils working at CfE levels 1 and 2 with their own platform) have benefitted from having video lessons, resources and advice from the bank of materials produced. We have been able to use the staff available to us to work on topics taught out with the lockdowns to build a bank of materials which can be used in future. This will be an excellent resource for pupils who are off for any length of time through absence or to allow pupils to re-visit the main teaching points from a lesson or topic. This is an ongoing task and remains a departmental target. This will be highly beneficial for pupils with ASN and for their parents.

### **National practice**

Our intention is that our work will lead to the school developing sector leading practice which can be shared with other schools in ERC, the West partnership, and nationally.

HMI have already recognised this in a practice exemplar published by Education Scotland on the review Remote Learning [here](#). Also we have been invited by Education Scotland to contribute to their webinar series next term, on 'inclusive approaches', the first of which takes place on Tuesday 20<sup>th</sup> April on '**An overview of inclusive education and practical application of legislative duties**' (4.00-5.15pm). We already have over 260 practitioners signed up for this particular session. This will consider how we are providing an ongoing focus on transition and progression into and out of the Senior Phase, connecting with work in the Broad General Education and post-15 education and skills landscape, with reference to pupil support and more widely vulnerable /ASN support, encompassing effective family engagement.

