

<p>Peebles High School Leadership Policy Paper</p>	 <p>One Peebles</p>	<p>Wisdom Compassion Integrity Justice</p>
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<b>Title</b>	Support For Learning Leadership Framework
<b>Quality Indicator</b>	1.3 Leadership of Change
<b>Strategic Lead</b>	Kathryn Ramage
<b>Date</b>	September 2024
<b>Vision</b>	<p>The Support for Learning Department at Peebles High School offers specific interventions to support learning needs for young people with a variety of learning difficulties and support them to achieve their full potential.</p> <p>We do this by:</p> <ul style="list-style-type: none"> <li>• Planning and supporting transition to High School from Primary including representation at meetings and allocated partner school links</li> <li>• Recognising all behaviour is a form of communication and that behaviour can impact learning and vice-versa</li> <li>• Meeting our learners needs based on robust transition information, regular monitoring/tracking of progress and diagnostic assessment</li> <li>• Building strong relationships as the key to our nurturing approach and understanding the needs of our learners</li> <li>• Creating greater options of learning opportunities which reflect personalisation and choice</li> <li>• Creating plans that have the learner's needs, strengths, choices at the centre and offer a progressive pathway</li> <li>• Providing opportunities to achieve National Awards qualifications and alternative awards eg PDA,PAA</li> <li>• Supporting learners through BGE to S6 and then transition into adult services</li> <li>• Identifying and supporting assessment arrangements to ensure learners are given the best opportunities to demonstrate understanding and knowledge</li> <li>• Developing strong student, parent and partner agency working relationships</li> <li>• Developed link teacher roles with mainstream faculties, offering collaboration and direct teaching support where necessary</li> <li>• Regular consultation and collaboration with Pastoral team, co-creating bespoke timetable opportunities to meet needs of</li> </ul>

	learners, including Outreach opportunities for some young people as part of an alternative school offer
<b>Outcome Statement 2024-25</b>	45% of students in PHS currently have an additional support need (ASN) according to Seemis Data. (Sep'24 ScotExEd) Staff across the school will know and have a better understanding of the needs of the students in their classes. They will put into practise methods and strategies to support a variety of needs in the classroom and ensure Inclusion.
<b>What? How? When? Who?</b>	<p><u>Who?</u> <u>The SFL Team:</u> Support for Learning PT, 4 SFL teachers and 4 ANAs, 1 BSL support worker</p> <p><u>What?</u></p> <ol style="list-style-type: none"> <li>1. Faculty Improvement Plan</li> <li>2. Support for Learning teacher planning with faculty links</li> <li>3. Consistent and timely communication with families/carers</li> <li>3. Teachers disseminating skillsets and knowledge in specific areas which will impact on department and wider school understanding of learning needs and approaches to differentiated learning.</li> <li>4. Intervention planning, tracking, monitoring of progression and a wider curriculum experience offer within the SFL department and the wider school to meet learner needs and progression pathways</li> <li>5. Pupil and Parent voice</li> </ol> <p><u>How?</u></p> <ol style="list-style-type: none"> <li>1. Simon Breakspear's Clarify Canvas and Rapid Action Plan</li> <li>2. Forward planning over 3 blocks with quality assurance of teacher plans including new BGE school planning format</li> <li>3. Development of RTL plans, ISPassports and IEPs for some students who require a more detailed plan around learning and progress evaluation</li> <li>4. Procedures for identification of specific learning difficulties including Dyslexia through robust literacy profiling procedures.</li> <li>5. Referral process for staff in PHS to request supports and /or diagnostic assessment of student needs- a more timely fashion of referrals earlier than S4 prior to Prelim assessemnts</li> <li>4. Teacher distributed leadership, Professional Development Reviews and evaluation feedback.</li> <li>5. Fortnightly ANA voice in meetings</li> <li>6. ANA Academy training opportunities with PRD review CLPL needs identified and shared with Cluster Lead HT</li> </ol>

	<p>7. Pupil forum feedback (You Said, We Did) , parent/carer feedback through communications and parent forum group on SFL Department curriculum offer and supports</p> <p>8. School Facebook page, Showbie and emailed updated for some young people accessing a bespoke curriculum timetable package (including Community activities)</p> <p>9.Partner agency working including specific training and question/answer forums for individual students- to improve staff knowledge and how we can involve approaches in class</p> <p>10. Cluster working with SFL Primary Practitioners- 4 meetings scheduled per session with agenda based on Cluster Priority Outcomes (Session 2024-25 Transition) K Ramage PT Lead</p>
<b>Parent input</b>	Parent/Carer forum group - by October break first Teams meeting with K Ramage PT SFL and scheduled termly meetings with volunteer parents ( encourage a range of student group representation eg BGE and Senior Phase, Transition P7 and S4,5,6)
<b>Pupil input</b>	Pupil voice groups across the stages and types of learning needs Eg Dyslexia forum group, BGE group, Senior group, Sensory impaired groups etc)
<b>Next Steps 2025-26</b>	Referral process for students and literacy profiling understood by all staff and followed consistently in a timely fashion for early intervention. The role of SFL as part of the SBC Cluster model embedded.