

# Welcome to the Brae ASN Department



## Values of Inclusion

"Everyone is born in  
All means **ALL**  
Everyone needs to be in  
Everyone needs to be with  
Everyone is ready  
Everyone needs support  
Everyone can learn  
Everyone can contribute  
Everyone can communicate  
Together we are better"

Heather Simmons <https://www.youtube.com/watch?v=pK-daA6giRA>

ASN Team  
Meet our staff at Brae High School



**Julie Johnson**  
Principal Teacher ASN  
and Pupil Support



**Kayleigh Gear**  
ASN Teacher



**Emma Nicolson**  
ASN Teacher



**Krissi Peterson**  
ASN Teacher



**Fiona Dunbar**  
ASN Teacher (supply)



**Jill Clark**  
Learning Support  
Worker



**Zillah Clark**  
Learning Support  
Worker



**Ann Johnson**  
Learning Support  
Worker



**Lynsey Johnson**  
Learning Support  
Worker



**Fiona Rendall**  
Learning Support  
Worker



**Marie Duncan**  
Learning Support  
Worker



**Claire Jarvie**  
Learning Support  
Worker



**Kriss Moulder**  
Learning Support  
Worker (supply)



**Laura Hodge**  
Learning Support  
Worker (supply)



**Shelley-Ann  
McShane**  
Learning Support  
Assistant and  
Supervisory Assistant



**Susanne Hay**  
Learning Support  
Assistant & Supervisory  
Assistant



**Carly Sutherland**  
Learning Support  
Assistant &  
Supervisory Assistant

Missing from the  
photos is Martin  
Rickard – Learning  
Support Worker

## Who is ASN Support For?

Additional support for learning means giving children extra help or support so they can get the most out of their education.

A child or young person is said to have 'additional support needs' if they need more – or different support – to what is normally provided in schools or pre-schools to children of the same age.

There are many reasons why a child might need additional support for learning.

These include:

- finding it difficult to control their behaviour
- not making themselves understood (because English is not their first language or because of a speech and language difficulty)
- being bullied
- being abused or neglected
- caring for someone at home
- having difficulties with reading and spelling
- being far ahead of their classmates in their subjects
- changing schools a lot
- having a disability
- being a young parent
- dealing with the death of a loved one
- being looked after
- having mental health worries
- having an alcohol or drug problem

It is not possible to list all the reasons because it will depend on the child. Children are affected by things in different ways – one child who has lost a family member may struggle at school but another will not.

Your child might need support for a short time, or if their needs are more complicated they might need help for longer.

This website (taken from Enquire) provides more information: [What is additional support for learning?](#)



## When and how ASN support will become involved

ASN staff will become involved with your child on receiving information that your child has an unmet need, or complex needs. This may be identified through a variety of sources, usually the class teacher, parent, pupil, or from an agency you already are involved with. The ASN department will always have a consultation with you, and where appropriate your child too, before taking on a role in your child's education. This may be to help with assessments, support strategies, or some direct work. ASN support will become involved in a staged approach as outlined below. You will be consulted and involved in deciding what stage of intervention your child's support is recorded at.

### Stage 1

- Class Teacher has responsibility for identifying, planning and supporting needs.
- ASN Staff may be consulted and have input.
- Outside agencies may be involved at a consultative level or have direct single agency input.

### Stage 2

- Class and Subject Teachers are responsible for ensuring pupils needs are met and work collaboratively with ASN Staff and SMT to provide and implement additional support and intervention.
- Support from agencies and/or professionals outwith the school setting is direct and ongoing and impacts on the delivery of the curriculum.
- All Looked After Children should be placed at Stage 2 and consideration of the need for Co-ordinated Support Plan be made at every Looked After Child Review (as required by legislation). If agreed this with place the pupil at stage 3.

### Stage 3

- Additional Support needs at this stage are complex and multiple and require detailed assessment and planning with the teacher with overall responsibility for meeting the child/young person's needs.
- Assessment and planning to meet needs is undertaken by a multi-agency team.
- An intensive support package on a long term basis to sustain placement in the designated school for a catchment area and/or attend specialist provision.

If you think that your child might need extra help, talking to us is the best place to start. Every child's needs will be different and any support provided should meet their individual needs.

There are lots of ways to support children with their learning. Support may include:

- time with learning support staff
- assistance from a therapist e.g. speech and language therapist or physiotherapist
- equipment, such as a laptop
- strategies, such as time out
- more time to complete work and exams
- different types of support in exams
- 'buddy' support from an older child
- meetings to discuss learning plans
- referrals to sources of help outside of school such as the NHS
- help from a school nurse

It is worth remembering that your child may already be getting extra help in school. Teachers are trained to look at each child's progress and adapt teaching methods to meet the different needs of all the children in the class. Sometimes support can already be in place as part of a school-wide project – such as a positive relationships or anti-bullying programme.

#### What type of support is available?

Support is usually provided through the normal learning and teaching that takes place. Depending on your child's needs extra support may include:

- Short bursts of intensive work, 1 to 1 or in a group, with a teacher or learning support assistant
- Working with a child on a learning programme such as Toe by Toe
- Extra time to complete work
- Changing the classroom environment to suit a child's needs
- Using a visual timetable to help a child manage their time
- Providing coping strategies or a quiet space to help children with their behaviour
- A teacher adapting how he or she teaches a lesson (for example breaking down the lesson into smaller chunks)
- Adapting learning materials to a child's needs
- Using special equipment or IT
- Creating a circle of friends to support a child who is isolated during break or lunch times

Sometimes different types of support, particularly behaviour support, have to be tried and tested to see which ones work best for a child.

The list above is in no way exhaustive. The department always works closely with children, parents, teachers and outside agencies to find solutions that best fit the child. This can often mean trying new approaches.

We are always keen to gather the views of families who are involved with the ASN Department, so that we continue to change, adapt and improve the department to better meet the needs of children and families. As such, we will give you a Parental Feedback form (pictured below) to complete at review meetings. We really appreciate the time you take to complete these as the information provided allows us to understand what we are getting right for you and your child, and where we need to focus our improvement efforts.

 <b>Brae High School – Additional Support Needs Department</b>		<b>HGIOS 4 Parental Feedback form</b>
Please score the ASN dept performs in each of these areas. (1 – Unsatisfactory; 2 – Weak; 3 – Satisfactory; 4 – Good; 5 – Very good; 6 – Excellent)		Please let us know how we could continue to improve so that your child experiences an excellent education. Please provide additional information: What are we doing well, how we could improve, or examples of good practice that you've seen or heard of elsewhere.
How effective are our approaches to supporting wellbeing? (buddies, mentors, safe areas)	1-----2-----3-----4-----5-----6	
Does the department promote an ethos and culture of positive engagement and participation with you and your child?	1-----2-----3-----4-----5-----6	
How well are we enabling learners to become independent learners and develop the four capacities of the Curriculum for Excellence?	1-----2-----3-----4-----5-----6	
Does the department create experiences and activities which are varied, differentiated, active, and provide effective support and challenge for your child?	1-----2-----3-----4-----5-----6	
Do you feel the department involves you and your child in planning and evaluating learning?	1-----2-----3-----4-----5-----6	
Do you feel the department removes barriers to learning and ensures equity for all?	1-----2-----3-----4-----5-----6	
Does the department help you to understand your child's development, and participate in and contribute to your child's learning?	1-----2-----3-----4-----5-----6	
How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future?	1-----2-----3-----4-----5-----6	
How good is the department at supporting your child's learning and social and emotional needs?	1-----2-----3-----4-----5-----6	

Thank you for taking the time to complete this questionnaire. Any advice or suggestions will be used to help us formulate our development priorities for the coming year.

## How to access ASN support

To access ASN support talk to a member of school staff. For primary aged pupils, we recommend speaking to the class teacher in the first instance. In secondary, it may be easier to speak to either of the Principal Teachers of Pupil Support. However, if you feel that you would like to speak to a member of ASN staff at any point please feel free to contact us. The ASN teachers have the following remits:

<b>Julie Johnson – Principal Teacher of ASN and Pupil Support (whole School)</b>	
Remit	<ul style="list-style-type: none"> <li>• Manager of the ASN department</li> <li>• Pupil support for children and young people with additional support needs</li> <li>• Early Years ASN Remit</li> <li>• SQA Assessment Arrangements</li> <li>• Specific Pupil case load.</li> </ul>
Contact	<ul style="list-style-type: none"> <li>• Telephone - 01595745600</li> <li>• e-mail – <a href="mailto:julie.johnson3@shetland.gov.uk">julie.johnson3@shetland.gov.uk</a></li> </ul>
<b>Kayleigh Gear – Teacher of ASN (whole school)</b>	
Remit	<ul style="list-style-type: none"> <li>• ASN link teacher for allocated primary classes</li> <li>• Specific Pupil case load</li> </ul>
Contact	<ul style="list-style-type: none"> <li>• Telephone – 01595745600</li> <li>• e-mail – <a href="mailto:kayleigh.gear@shetland.gov.uk">kayleigh.gear@shetland.gov.uk</a></li> </ul>
<b>Emma Nicolson – Teacher of ASN (whole school)</b>	
Remit	<ul style="list-style-type: none"> <li>• ASN link teacher for allocated primary classes</li> <li>• Specific Pupil case load</li> </ul>
Contact	<ul style="list-style-type: none"> <li>• Telephone – 01595745600</li> <li>• e-mail – <a href="mailto:emma.nicolson@shetland.gov.uk">emma.nicolson@shetland.gov.uk</a></li> </ul>
<b>Krissi Peterson – Teacher of ASN (whole school)</b>	
Remit	<ul style="list-style-type: none"> <li>• ASN link teacher for allocated primary classes</li> <li>• Specific Pupil case load</li> </ul>
Contact	<ul style="list-style-type: none"> <li>• Telephone – 01595745600</li> <li>• e-mail – <a href="mailto:krissi.peterson@shetland.gov.uk">krissi.peterson@shetland.gov.uk</a></li> </ul>



## Nurture at Brae High School

There are different levels of nurture which are embedded across our school, see The Nurture Pyramid below:

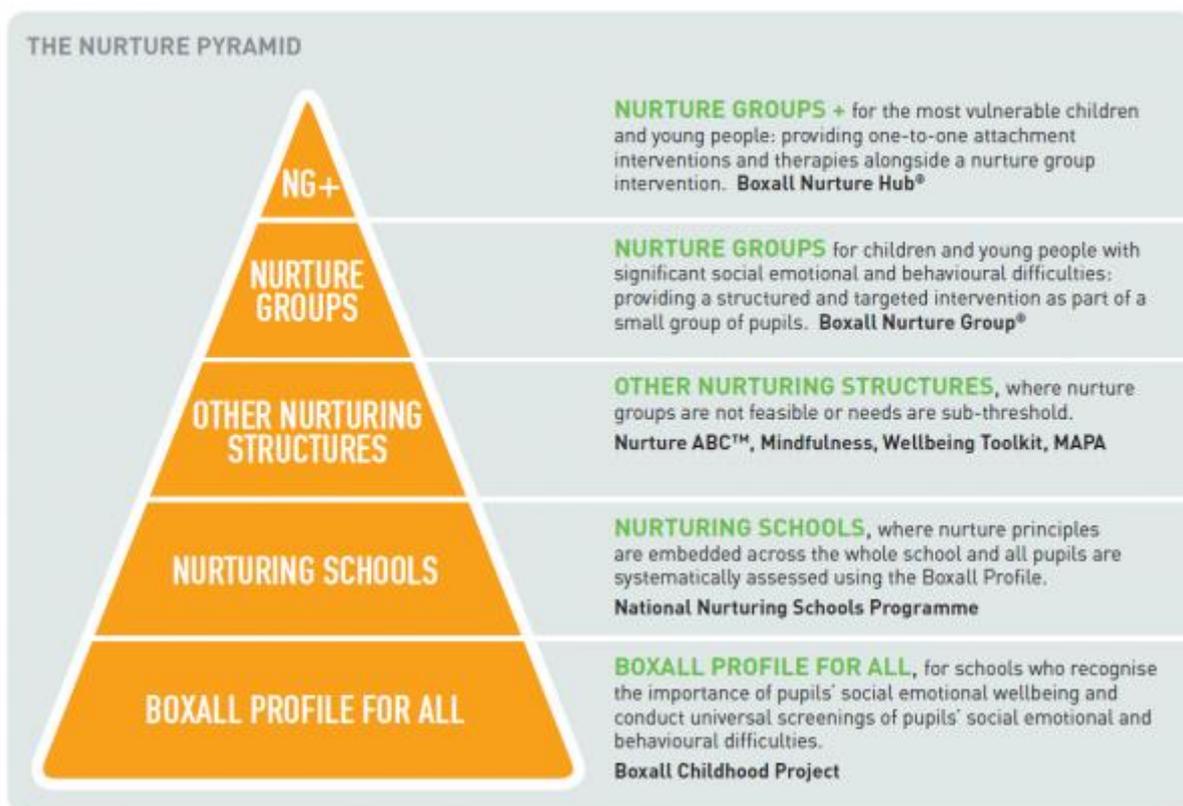


Figure 1. The Nurture Pyramid is the model NGN uses to map out the different levels encompassed in the graduated approach to nurture. At the bottom tier, all pupils should be assessed using the Boxall Profile so that their needs can be identified and answered early; at the very top, the most vulnerable pupils should receive targeted 1-to-1 interventions such as Nurture Groups +.

<https://www.nurtureuk.org/>

## The Boxall Profile

The Boxall Profile is a unique online assessment tool we use to develop a precise and accurate understanding of individual children's social and emotional strengths and needs, and to plan effective interventions and support activities. It is widely used across the UK by various professionals to identify that a pupil may have social, emotional and behavioural difficulties (SEBD), although increasingly schools are using the Boxall Profile to gain a better understanding of the wellbeing of their whole school populations. By profiling all children in a school, the staff have a more rounded view of the children and young people in their care and their needs. The Boxall Profile is easy to use and a very cost effective resource. (Information taken from <https://www.nurtureuk.org/>)

## **Nurturing School**

As a school we are working towards embedding the nurturing principles and practice at a whole school level to ensure all pupils are benefitting from a nurturing relationships approach.

Research shows that children's learning is most effective when they feel safe, have a sense of emotional wellbeing, good self-esteem and a feeling of belonging.

The philosophy of a nurturing approach is drawn from the six principles of nurture:

- Children's learning is understood developmentally
- The classroom offers a safe base
- All behaviour is communication
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- The importance of transition in children's lives.

## **Nurture Groups**

The Home Room is a place of learning where nurturing sessions can take place. The Home Room is an invaluable resource at Brae High School. It provides a bridge between home and school; a place where pupils can feel safe and secure to explore their emotions, learn about themselves, develop and grow.

Our highly experienced staff are specifically trained to work with individuals or small groups. Sessions are carefully planned, using activities and resources to motivate, engage and support pupils. Before pupils attend nurture provision, staff will contact parents/carers and discuss their child's needs and a Boxall Profile Assessment will take place. Parental and carer involvement is a crucial part of the success of our nurture groups.

### **Which pupils attend the nurture group?**

Pupils may attend the nurture group for specific reasons, for example:

- Distressed behaviours within school
- Forming and sustaining positive relationships
- Bereavement
- Family illness or break-up
- Quiet and withdrawn
- Find it hard to listen to others or join in

### **How will the nurture group help my child?**

Overtime, attending the nurture group will boost confidence and self-esteem. Pupils will further develop their social skills and independence, for example:

- To join in group activities
- To share and take turns
- To develop concentration levels
- To build up resilience
- To form friendships
- Develop positive relationships with school staff
- To gradually settle into their mainstream class

### **How long will my child be in the nurture group for?**

Sessions run up to five times per week, depending upon the age of the pupils attending. Pupils usually attend for no longer than four terms. Nurture staff work closely with class teachers to ensure a smooth and successful transition back to class full time after this period.

### **Are parents/carers involved?**

Our door is always open and therefore welcome parents/carers to visit. Special event invitations are sent out to parents/carers to join us for a variety of reasons such as: open afternoons and end of term celebrations.

### **What is a typical session in the nurture group?**

The group follows a simple structure and routine which includes

- group listening and speaking
- completing tasks/activities
- developing social skills (often play based)
- preparing and eating a snack together.

The group runs on consistency, positive interactions and recognising and celebrating achievements. Pupils understand what they are learning and what their individual targets are. Pupils have the opportunity to share news, explore thoughts and feelings and work collaboratively on practical tasks. Outdoor learning is an important part of the sessions.

### **Further Information**

For further information on nurture, please see:

<https://www.nurtureuk.org>

# Helpful Tips

Often an internet search looking for information or advice about additional support needs can lead to thousands of results with an overload of information, which can be a bit overwhelming. There are lots of great resources out there, so if you are looking for more information about your child's additional support need, the links on this page should give you a helpful starting point. We will add to this over time.

## Communication

[NHS Shetland Children's Health Services \(Speech and Language Therapy, Occupational Therapy, etc.\)](#)

[NHS Shetland Speech and Language Therapy information](#)

[I CAN – Information for parents about Speech and Language Therapy](#)

[Autism Toolbox – Support for Learners and Families](#)

[National Autistic Society – Family Life](#)

## Concentration and attention

[Issues with attention and/or hyperactivity](#)

## Child and Adolescent Mental Health

[CAMHS resources](#)

## Literacy and Numeracy

[CALL Scotland – useful tips for ways that technology can help with issues with writing](#)

[CALL Scotland – useful tips for ways that technology can help with issues with reading](#)

[CALL Scotland – useful tips for ways that technology can help with issues with maths](#)

## COVID-19

[BBC Bitesize: Resources for families with children with additional support needs during lockdown](#)

[Clear Your Head: Tips, ideas and support for life in lockdown](#)