Knox Academy

Pupil Support Faculty Handbook

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Framework for Supporting Students in Knox Academy

The section below details the range of support available to students in Knox Academy. A Timeline of Faculty Activities throughout the session can be found in Appendix 1: Department Timeline**.**

The Support for Learning Department and the Pupil Support Base work in partnership with the Guidance Team through a House Team structure to ensure the needs of all students are met.

Guidance			Support for Learning		Pupil Support (Inclusion)	
House	Principal Guidance Teacher	Depute Link	House Link	Learning Assist.	CL Inclusion	Pupil Support Worker
Garleton	Mrs L Adam	Mrs A Clubb	Dr V Lyon (CL SFL)	Mrs T Devonald Mrs L Dickson-Murray	Ms S Fox	Mr P Gilhom Ms G Fraser
Traprain	Mrs W Doig &	Mr S Illingworth				
Lammerlaw	Mr S Meekison	Mr D Russell	Mrs J Wright	Mrs S Gillies Mrs K Fraser Mrs M Lewis Mr L Morrison Mrs D Connell		

Areas of responsibility

Guidance   Health and wellbeing for all students

Support for Learning   Complex needs, Additional Support Needs, SQA AAA.

Pupil Support (Inclusion)   Social, emotional and behavioural needs, PSB caseload, school refusers

Accessing Supports from the Pupil Support Faculty

Support Needed	Link
SQA Alternative Assessment Arrangement Request. **[This is NOT the form to be completed for in-class tests. This for is for SQA evidence trail]**.	https://knox.is/AAA
Referral to Pupil Support Faculty for Support. [Support to request in-class support, referral to base, support with differentiation etc].	https://knox.is/supportrequest
Request for Support for a pupil in a CLASS TEST [This is for any ongoing class tests and assessments EXCEPT for Benchmarking and Final exams].	https://knox.is/classtests
Request for a pupil to be assessed for a specific additional need such as dyslexia or dyscalculia.	https://knox.is/assessmentofneed

Information to Staff

General information pertaining to all students in the school can be found in the following folder:

Year Group	Link
S1	@ PUPIL INFO FOR STAFF\@ S1 (Session 2019-2020)
S2	@ PUPIL INFO FOR STAFF\@ S2 (Session 2019-20)
S3	@ PUPIL INFO FOR STAFF\@ S3 (Session 2019-20)
S4	@ PUPIL INFO FOR STAFF\@ S4 (Session 2019-20)
S5	@ PUPIL INFO FOR STAFF\@ S5 (Session 2019-20)
S6	@ PUPIL INFO FOR STAFF\@ S6 (Session 2019-20)

The information includes details regarding numeracy and literacy levels, additional support needs and medical needs. Staff should familiarise themselves with information regarding all of the students in their class. Any concerns regarding meeting the needs of a student in the class can be raised with the relevant member of the Pupil Support Faculty.

An individual **ASN Pupil Profile** (Appendix 2: Pupil Profile) is compiled for all students with an identified Additional Support Need (ASN) who will require a differentiated teaching and learning approach within your classroom. The information includes:-

- Nature and level of difficulties
- Previous/existing support
- Student strengths
- Suggested strategies
- Previous supports and strategies

This profile can be found in the Pupil Profile Folder of the Year Group Information for staff.

For some students there may also be request for teaching staff to monitor any need for possible Alternative Assessment Arrangements (AAA) particularly closely. However, remember that if you as a class teacher feels that a student in the class is experiencing a barrier to learning and may require

additional support or an Alternative Assessment Arrangement then it is your duty to raise this as a concern with Pupil Support Faculty, the student does not have to be on a list to achieve this.

Referral forms that can be used to alert SFL to barriers can be found in the following folder:

https://knox.is/assessmentofneed

Staff are asked to acquaint themselves with information pertaining to students in their classes. Faculty Heads are asked to draw the attention of new, supply, temporary and placement staff to this folder. Departments may print out hard copies of these documents with the following caveats:

1. These documents are **CONFIDENTIAL** and must be stored securely at all times.
2. The documents are 'live' and will be updated throughout the session so please be aware of updates.

General information about particular difficulties, e.g. ADHD, Autism, Dyslexic difficulties etc is also available in the following folder:

S:\Staff Work\@PUPIL SUPPORT INFORMATION FOR STAFF\@Teacher Info & Advice by Needs

Supported Pathways to Learning and Wellbeing

Within the Pupil Support Faculty we have identified a number of different pathways for support.

Primary 7	S1-S2	S3	Senior Phase (S4-S6)
Pathfinders	Nurture and Wellbeing Pathways		
	New Variant Nurture Groups- Examples: Nurture Group, Nurture through Art	Employability Award	Princes Trust
		PDA Award	College
	Bikeability		Bike Maintenance
	Motorbike Project		
	Hill Skills	Duke of Edinburgh	
	Green Angels		
	Achievement Pathways		
	Literacy & Numeracy Interventions	Access to Success	

BGE Literacy Groups.

P.7 students who arrive in the school with a standardised reading age of 85 or below will be offered a place in a Reading Extraction Group. Students are extracted from a period of English to complete a council approved structured reading programme. Their progress is assessed by standardised testing at the beginning and end of S1 and S2.After the end of S2 should a student need further support then this will be planned on an individual basis.

BGE Maths Groups.

P.7 students who arrive in the school experiencing difficulties with numeracy will be extracted from a period of Maths to interventions aimed at improving their numeracy skills

Nurture Groups

Nurture groups assess learning and social and emotional needs and give whatever help is needed to remove the barriers to learning. There is great emphasis on language development and

communication. Nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate. The relationship between the two staff, always nurturing and supportive, provides a role model that children observe and begin to copy. Food is shared at 'breakfast' or 'snack time' with much opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to.

Some of the students in the school will attend a Nurture Group in S1 and S2. Nurture groups are classes of between six and 12 young people. Each group is run by two members of staff. Young people attend nurture groups approximately three times a week in SFL but remain an active part of their main class group. After the end of S2 should a student need further support then this will be planned on an individual basis.

Information on extraction groups can be found in the following folder:

S:\Staff Work\@PUPIL SUPPORT INFORMATION FOR STAFF\3 Extraction Groups

How a class teacher may access supports for students causing concern

Students may cause concern for a variety of reasons, for example non-attendance, progress in learning is more limited than expected, request for screening assessment (e.g. dyslexia) as well as emotional and behavioural difficulties. Behavioural difficulties include the whole spectrum of difficulties, from quiet, withdrawn behaviour to defiance and aggression.

In the first instance the class teacher should refer their concerns to their Faculty Head to see if support can be provided within the department. If following discussions with the Faculty Head then it is felt that additional support is required then a request should be made to the Principal Teacher of Support for Learning (Appendix 3: Referral Flow Chart & Referral Links).

This support may take some of the following options and will not necessarily result in in-class support:

- Support to differentiate learning materials.
- Fixed term in-class support by a Learning Assistant or SFL Teacher subject to review at the end of the agreed support period.

- Temporary extraction of student from subject class or core class for intensive support and intervention.
- Assessment for specific learning difficulty (e.g. dyslexia)

Following a request for support the Faculty Head and Classroom Teacher will be notified of the outcome within 5 working days.

The referral form link can be found in Appendix 3: Referral Flow Chart & Referral Links

Support for Learning Base

The SFL Base (L3) is located at the bottom of the Tower. The function of the base is to provide support for both students and staff. The room is used for a variety of reasons, for example:

- Student who are upset or distressed and need some "time out" support, can access the room and have someone to talk to
- Students transitioning back into school following a period of absence may access the room on an agreed part-time timetable.
- Students who are experiencing difficulties with their learning and require some additional targeted support to progress.
- Students with a bespoke timetable at high risk of exclusion.
- Through discussion at the Pupil Support Group biweekly meeting.

SFL adopts a child-centred approach to support. Prior to entering SFL, a planning meeting is undertaken to formalise a **SFL Expectations Plan** which details choices and consequences. The focus of the plan is on building relationships with the students in order for them to make positive choices. Students who access SFL will complete an **SFL Weekly Diary** (Appendix 5) recording their learning and behaviour.

Pupil Support Base

The Pupil Support Base team consists of the CL Pupil Support & Inclusion, and two Pupil Support Workers. The team works closely pupils who have experienced trauma, and/or have social,

emotional and behavioural needs. The Pupil Support Team will use the PSG to identify students who would benefit from this resource, as well as the Pupil Support Request Form.

PSB Caseload

A group of pupils who have experienced trauma and have been identified as having social, emotional or behavioural needs. Pupils benefit from a trauma-informed approach which encompasses relationship building, and promotes social skills and emotional wellbeing. Pupils receive a bespoke, timetabled, package of support based on individual need, with an emphasis on positive relationships within school and the local community. Pupils are supported to complete aspects of the Duke of Edinburgh award at bronze level, which involves completing physical activity, learning a new skill, and volunteering in the local community for a period of time.

All pupils on the PSB caseload attend registration in PSB, which adopts a 'soft start' approach including access to breakfast during registration time. This is supported by S6 prefects who act as positive peer role models. They encourage the development of social skills by discussing news events, playing games and trying new foods.

In addition, pupils on the PSB caseload are supported to attend work experience, college and other activities provided by external agencies which they would otherwise struggle to attend.

Learning Zone

Pupils access the Learning Zone for a variety of reasons:

• Challenging behaviour

Pupils who have been withdrawn from a class because of challenging behaviour will spend a short period of time in this base. They will complete the work supplied by their class teacher and return to their class following a restorative conversation.

• Attendance Issues

Pupils who have returned to school after a period of absence, have long-term health issues which impact on their attendance or have other social/personal issues affecting their attendance may need to spend some time in this base completing classwork as part of their phased return to school and classes.

• Emotional issues

The Learning Zone provides a quiet alternative to the classroom where pupils suffering with anxiety, upset or stress can complete classwork.

• Unplanned situations

In exceptional circumstances, pupils may be sent to the PSB to complete work on an ad-hoc basis.

Nurture Zone

The Nurture Zone is used for small group work and 1:1 sessions which target relationship building, emotional resilience and personal growth. A strong therapeutic approach is adopted within a trauma-sensitive environment. This room can also be used to discuss sensitive issues with individuals, such as Child Protection concerns or bullying.

Sessions can be accessed via the PSG and/or the Pupil Support Request Form and can include, but are not limited to:

• Anger management

Consists of 6-8 weeks of 1:1 or small group sessions.

• Resilience

Can take a number of forms, including aspects of anger management, emotional competencies and relationship building, lasting 6-8 weeks.

• Seasons 4 Growth

A 12 week course aimed at pupils who have suffered loss or change.

• Therapets

An ongoing activity to support emotional wellbeing for those pupils on the PSB caseload.

• Relationship building

Can include a variety of activities, such as art and crafts, crochet, cooking. Available to those pupils on the PSB caseload.

• Anxiety

'The Anxiety Gremlin' book is used to deliver 1:1 sessions over a 6-8 week block.

Outdoor Learning Zone

This base is for pupils participating in any of the outdoor activities offered by the Pupil Support Team, and is intended to support and develop emotional resilience, life skills and positive choices. Activities include:

- Bike Maintenance Nat 3/4

  Option for S4/5/6 as a National qualification, and timetabled as part of the Senior Phase curriculum.

- Bikeability Level 1/2/3

  Open to S1, S2 and S3 pupils on rotation, at level 1, 2 or 3. This course involves 6-8 sessions over the same number of weeks. Referrals are made via the Pupil Support Request Form.

- Hill Skills

  Available for those pupils completing (or intending to complete) Duke of Edinburgh Award at Bronze level within school hours, due to the level of support they require.

- Duke of Edinburgh Award Bronze/Silver

  Support sessions for pupils completing the Duke of Edinburgh. Sessions can be run both during and outwith school hours, including expedition practice.

- 1:1 sessions

  This can include cycling, swimming, fitness, etc and is available to pupils on the PSB caseload.

- Motorbike Project

  Run in partnership with the Bridges Centre, referrals made via the PSG, for S1/2/3.

Alternative Assessment Arrangements – Formal SQA Examinations Senior Phase (AAA).

Students with an identified significant specific difficulty may benefit from an AAA for assessments in the senior school.

However, the evidence to support any eventual application to SQA for AAA in S4 is based very much on *the extent to which their difficulties prevent them from demonstrating their **true level of attainment** – particularly in assessments*. Students with global difficulties, for instance, may well perform badly in class and in assessments simply because of their low ability. That *is* their true level of attainment.

The following procedures are in place for gathering evidence to support AAA applications:-

- From the start of S1, it will be assumed that, (with rare exceptions), no student has AAA for any formal assessment.

- The teacher notices after, say, 2 or 3 assessments that a student is *consistently* performing *substantially* below the general level of attainment and understanding which they have shown in class.

- If the teacher feels that the consistent, substantial under-performance is due to some *intrinsic* difficulty, (i.e. not due to, for example, lack of effort or prolonged absence), SFL is notified and a referral is made for appropriate AAA support for the next assessment.

- If the student's performance (with AAA) in that assessment more truly reflects their true level of attainment this is advised to PT SfL.

- A copy of this test and a similar test *without* AAA are sent to SFL to be kept in a dept AAA evidence file.

- It is important to note that, out with rare exceptions described above, we cannot guarantee to have the staffing (voluntary or otherwise) to provide AAA in assessments prior to the senior phase exams. BGE class tests will be used to gather further evidence for the need for AAA via comparative provision (with and without appropriate AAA).

Specific AAA Handbook contains more detailed information, process flow charts, forms and a timeline of activities required to be completed to implement an AAA. This can be found in the following online folder:

> 1 SQA Alternative Assessment Arrangements\Staff Guidance and Procedures

Access to Success

The Access to Success Programme has been created to support the school attainment targets in the senior school. An ongoing program of support is in place to support whole school literacy and numeracy targets, If a student in the senior phase is falling off track in your specific subject area then this should be discussed with your Faculty Head. A referral through the standard referral process can be made to Support for Learning.

Referral forms can be found in the following online folder:

S:\Staff Work\@PUPIL SUPPORT INFORMATION FOR STAFF

Document links: @ Requests for support links

Primary Transition

SFL staff form an integral part of the transition process. SfL will carry out visit to the primary schools in partnership with other members of the pupil support team. The focus of the visits are to get to know the new pupils and to identify individuals who will require a more bespoke transition package. Additional visit and activities will be planned in conjunction with other members of the school staff.

Pathfinders

The Pathfinders programme of support is an enhanced transition package led by the Pupil Support Base which a small number of pupils attend in addition to whole year group transition events. Primary school staff refer pupils to this programme who have additional needs such as learning difficulties, social and emotional difficulties, or other issues which may impact on their ability to manage the transition to high school.

PSB staff complete a variety of activities based on relationship and team building skills. The first two Pathfinder sessions are held at primary schools, and Pathfinders benefit from around ten sessions at Knox Academy. S3 pupils act as buddies for P7s and support them to complete a project about Knox Academy which they then present to their peers at primary school. In addition, Pathfinders are given the chance to experience lessons at Knox with staff in classrooms and have a one day Fox lake experience led by S2 pupils who have completed the FoxLake Leadership Award.

A timeline of the activities can be found in Appendix 6.

Appendix 1: Faculty Timeline

Month	Focus	Action	By Whom
May	Whole School	Issue request forms in-class support to Faculty Heads of Subject Depts. (Jun-Oct)	CL SFL
	Whole School	Update pupil information in shared folder.	All SFL / Pupil Support
June	Primary Transition	Inform staff re needs of new S1 pupils for P7 visit days	CL SFL
	SQA AAA	Start process for SQA AAA. Information on procedures to staff. Staff to be instructed to gather evidence of work *without* support.	CL SFL
	Whole School	Review strategy sheets S2-6	All SFL staff
	Whole School	Review dept improvement plan	All SFL staff
August	Primary Transition	Inform staff re needs of new S1 pupils at Aug in-service	CL SFL
	SQA AAA	Remind staff of SQA AAA procedures. Staff to be instructed to start gathering evidence of work *with* support. (Evidence to be collected by **end of October**).	CL SFL
	SRA	Start SRA corrective reading prog (S1- identify pupils / letters to parents)	All SFL staff
September	Whole School	Set up first block of direct teaching groups (Sep - Dec)	CL SFL
October	SQA	SQA AAA - Subject Teacher forms and evidence collated from subject depts.	CL SFL
	Whole School	Review in-class support (June – Oct)	CL SFL
	Whole School	Issue request forms in-class support to subject depts. (Oct-Dec)	CL SFL
	Department	Review dept improvement plan	All SFL staff
November	SQA AAA	CL SFL to meet with Faculty Heads to discuss subject AAA requests prior to the Dec verification meeting.	CL SFL
November	Department	Review dept improvement plan	All SFL staff
December	SQA AAA	Benchmarking Exams	CL SFL
	Whole School	Review in-class support (Oct – Dec)	CL SFL
	Whole School	Issue request forms in-class support to subject depts. (Jan-March)	CL SFL

Month	Focus	Action	By Whom
December	Whole School	Review first block of direct teaching (Sept - Dec)	All SFL Staff
	Whole School	Set up second block of direct teaching groups (Jan - March)	All SFL Staff
	SRA Reading Groups	Interim assessment reading scores	All SFL Staff
Jan – June	Primary Transition	Attend relevant CPM at primaries as invited. Identify enhanced transition group	All SFL staff, Guidance, DHT
February	SQA AAA	Review AAA utilised in the Benchmarking Exams with FHs	CL SFL
		Attend final SQA AAA verification meeting.	CL SFL DHT
	Department	Review dept improvement plan	All SFL staff
March	SQA AAA	Complete spreadsheet with SQA coordinator.	CL SFL Bus Manager
		Create SQA timetable for AAA Candidates. Send timetables out to students	CL SFL
	Whole School	Review second block of direct teaching (Jan - March)	CL SFL
	Whole School	Set up third block of direct teaching groups (April - June)	CL SFL
	Whole School	Review in-class support (Jan - Mar)	CL SFL
	Whole School	Issue request forms in-class support to subject depts. (March-June)	CL SFL
May	Whole School	SQA Exam Diet	All SFL Staff
	Primary Transition	Devise + circulaute visit programme in conjunction with Pupil Support and DHT	CL SFL, DHT, Pupil Support
	Primary Transition	Organise 3 day visit programme and parent workshop	CL SFL, DHT, Pupil Support
	Primary Transition	Lead visits for vulnerable groups: individual pupils P7 from schools outwith cluster; vulnerable pupils, EAL pupils	CL SFL
	Primary Transition	Make up class/sets send out to primaries for consultation. Review class lists based on feedback. Draw up pupil information sheet for whole staff	CL SFL, DHT, Pupil Support
	Department	Review dept improvement plan	All SFL staff

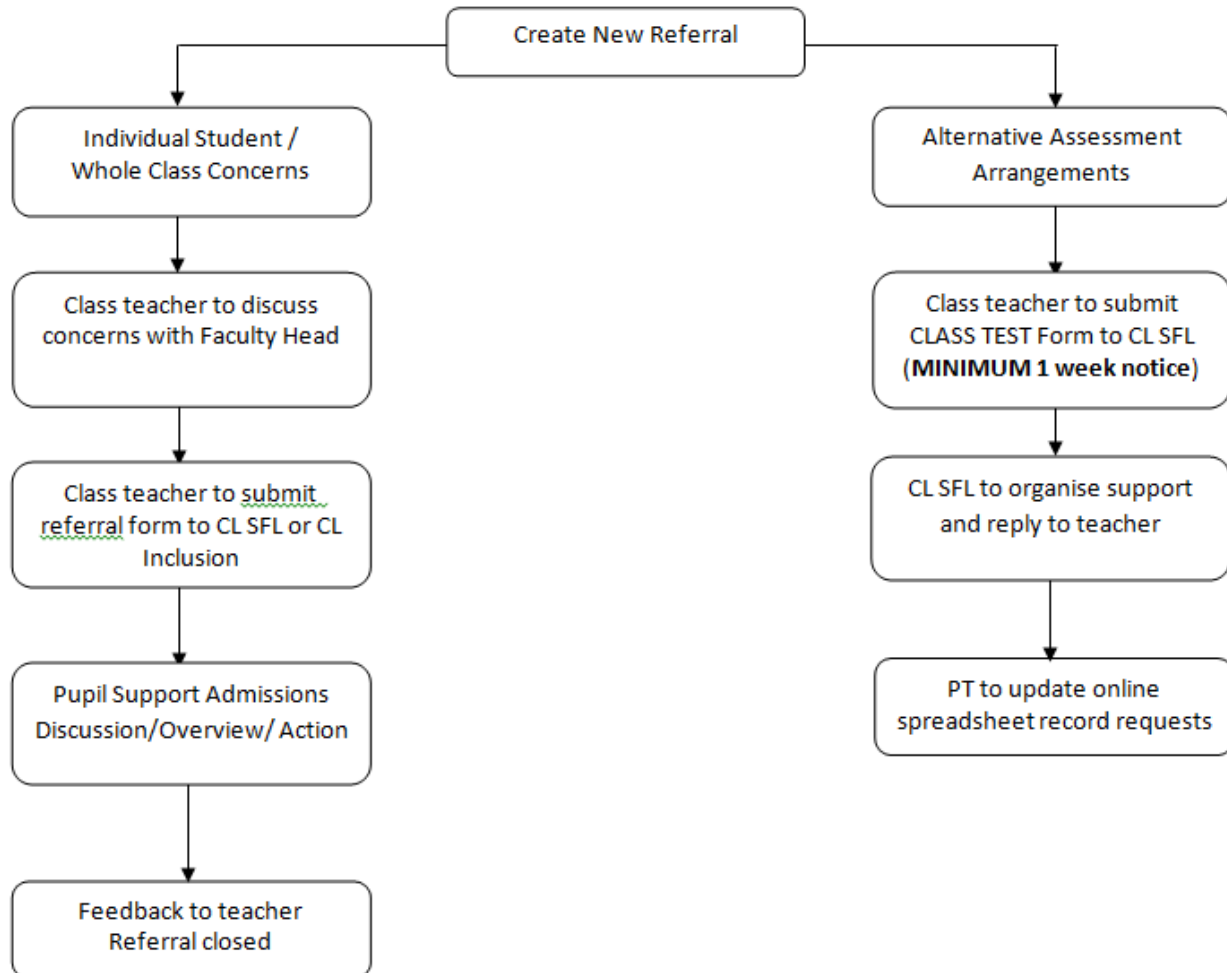| Month	Focus	Action	By Whom
May - June	Whole School	Timetable LAs for upcoming session	PT SFL
June	SRA Reading Groups	Year end assessment reading scores	All SFL Staff
	Primary Transition	Circulate collated pupil info to staff prior to visit	DHT, PT SFL
	Primary Transition	Organise peer educators	DHT, PT SFL
	Primary Transition	Arrange lunch time activities for visit	DHT, PT SFL
	Department	PRD Meetings with Staff	All SFL staff
	Department	Year end review of Departmental Improvement Plan.	All SFL staff

Appendix 2: Pupil Profile

Appendix 3: Referral Flow Chart & Referral Links

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                          ┌─────────────────────┐
                          │  Create New Referral │
                          └─────────────────────┘
          ┌──────────────────────┴──────────────────────┐
          ▼                                              ▼
┌─────────────────────┐                      ┌─────────────────────┐
│ Individual Student / │                      │ Alternative Assessment│
│ Whole Class Concerns │                      │    Arrangements       │
└─────────────────────┘                      └─────────────────────┘
          │                                              │
          ▼                                              ▼
┌─────────────────────┐                      ┌─────────────────────┐
│ Class teacher to discuss│                   │ Class teacher to submit│
│ concerns with Faculty Head│                 │ CLASS TEST Form to CL SFL│
│                     │                      │ (MINIMUM 1 week notice)│
└─────────────────────┘                      └─────────────────────┘
          │                                              │
          ▼                                              ▼
┌─────────────────────┐                      ┌─────────────────────┐
│ Class teacher to submit│                    │ CL SFL to organise support│
│ referral form to CL SFL or CL│              │ and reply to teacher │
│ Inclusion           │                      └─────────────────────┘
└─────────────────────┘                                 │
          │                                              ▼
          ▼                                   ┌─────────────────────┐
┌─────────────────────┐                      │ PT to update online  │
│ Pupil Support Admissions│                   │ spreadsheet record requests│
│ Discussion/Overview/ Action│                └─────────────────────┘
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│ Feedback to teacher │
│ Referral closed     │
└─────────────────────┘
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Support Needed	Link
SQA Alternative Assessment Arrangement Request. **[This is NOT the form to be completed for in-class tests. This for is for SQA evidence trail]**.	https://knox.is/AAA
Referral to Pupil Support Faculty for Support. [Support to request in-class support, referral to base, support with differentiation etc].	https://knox.is/supportrequest
Request for Support for a pupil in a CLASS TEST [This is for any ongoing class tests and assessments EXCEPT for Benchmarking and Final exams].	https://knox.is/classtests
Request for a pupil to be assessed for a specific additional need such as dyslexia or dyscalculia.	https://knox.is/assessmentofneed

Appendix 4: Support for Learning Referral Form

**Request for Support for Learning can be made via the following google forms.**

Ongoing AAA support for an exam-

Other support-

Support Needed	Link
SQA Alternative Assessment Arrangement Request. [**This is NOT the form to be completed for in-class tests. This for is for SQA evidence trail**].	https://knox.is/AAA
Referral to Pupil Support Faculty for Support. [Support to request in-class support, referral to base, support with differentiation etc].	https://knox.is/supportrequest
Request for Support for a pupil in a CLASS TEST [This is for any ongoing class tests and assessments EXCEPT for Benchmarking and Final exams].	https://knox.is/classtests
Request for a pupil to be assessed for a specific additional need such as dyslexia or dyscalculia.	https://knox.is/assessmentofneed

Appendix 5: SFL Base (L1) Support Plan

Knox Academy
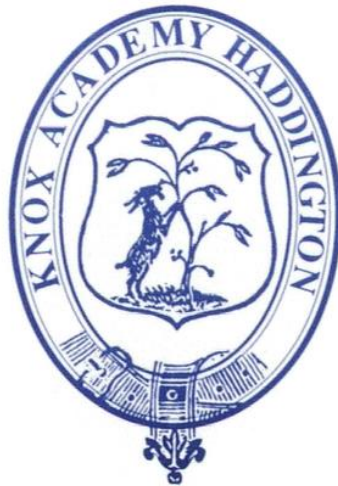
SFL Base (L1)

Support Plan

Name:

Class:

Timeframe:

Curriculum Areas	

SFL Expectations Plan

I agree to:	If I get it right:	If I get it wrong:

Student Overview

I am working in Support for Learning because . . .

I am working towards . . .

Things that will help me learn . . .

Record of Work

Date	What I have done	What I have learned

Record of Work

Date	What I have done	What I have learned

Reflection and Review

Week 1

How do I think I'm doing	How does my teacher think I'm doing?
How do I know?	How does my teacher know?
What do I need to do next?	What does my teacher think I need to do next?

Week 2

How do I think I'm doing	How does my teacher think I'm doing?
How do I know?	How does my teacher know?
What do I need to do next?	What does my teacher think I need to do next?

Reflection and Review

Week 3

How do I think I'm doing	How does my teacher think I'm doing?
How do I know?	How does my teacher know?
What do I need to do next?	What does my teacher think I need to do next?

Week 4

How do I think I'm doing	How does my teacher think I'm doing?
How do I know?	How does my teacher know?
What do I need to do next?	What does my teacher think I need to do next?

Appendix 6: Timeline of Pathfinders Enhanced Transition Programme

November: Pathfinder referral forms sent to primary schools

December: Pathfinder referral forms returned and collated by PSB staff

January: Information letter to primary schools with breakdown of events

February: Pathfinder programme begins with fortnightly sessions

May: Foxlake day experience led by S2 Foxlake Leadership Group