

Vision statement

The Support for Learning Department in Craigie High School:



- Celebrates diversity and strives to ensure equity for all.
- Works in conjunction with young people, staff, parents/carers and external professionals to meet the needs of all pupils to offer a pupil centred approach to learning
- Strives to overcome barriers to learning, leading to a positive, nurturing and inclusive learning environment.
- Supports pupils to have an engaging learning experience in school and effectively plans for positive post school destinations

The Support for Learning department work alongside pupils, staff and parents to ensure that all the young people in our care are members of a learning community where they have access to a curriculum which meets their needs and prepares them for a fulfilling future.

To support our pupils we go into timetabled classes, deliver targeted curriculum within a small group setting, provide agreed support for assessments and SQA examinations and provide help with homework and study techniques.

The department provides:

- A key member of teaching staff for each child with additional support needs
- Intensive support for targeted groups, with Support for Learning teachers and Learning and Care Assistants attending main stream classes to provide support

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- Regular reviews of learning plans and target setting with pupils
- Targeted curriculum delivered by a Support for Learning teacher or Pupil Support Worker [see below]
- One to one support for health and wellbeing
- Restorative techniques for young people
- Appropriate and agreed Alternative Assessment Arrangements for pupils with additional support needs, to ensure all pupils achieve their potential in the classroom environment and SQA assessments
- Positive Progressions small group work for S1 pupils to enhance transition
- Outdoor Education each week

Targeted Curriculum:

- Delivery of targeted PSHE curriculum by a Support for Learning teacher: **NHS Share** programme focusing on Independent Travel, Positive Choices, Personal Safety, Relationships and Sexual Health
- **Read Write Inc., Fresh Start** curriculum as an intensive programme to increase reading ability
- **Nurture Groups** for S1 and S2, periods 1 and 2 respectively each day
- Small group teaching for enhanced **Literacy** and **Numeracy** for S1 and S2
- **Literacy Nat3/4** for S3 and 4
- Delivery of **Princes Trust Achieve** Qualification from S1 to S6 [**Personal Development, Life Skills, Active Citizenship, Enterprise Project, Preparation for Work**]
- **Personal Development Award**
- **Dynamic Youth** for S2
- **Cycling Awards**

ESA [Enhanced Support Area]:

Craigie High School also offer an Enhanced Support Area for learners with complex needs. We provide an Autism friendly environment to allow learners to achieve their potential both socially and academically. We endeavour to support all pupils into a mainstream learning environment if possible, whilst giving opportunities to learn in school and in the community.

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We offer periods in the swimming pool to encourage pupils to be active, and also take trips into the community to practise real life skills.

Transitions:

Our staff in Support for Learning are passionate about ensuring positive transitions from primary to secondary and also into post school destinations. We work closely with our transition teachers to facilitate this.

We regularly visit our feeder primary schools and offer an enhanced transition to targeted pupils to enable them to feel safe and happy with their move to secondary school.

We also engage with non-feeder schools in the event of a placing request and will offer enhanced transition to pupils who requires this.

Pupils will be offered visits throughout the year, with a key member of staff facilitating activities which enable pupils to feel familiar with the staff and the school environment.

Post School Destinations:

We also work closely with our Developing Young Workforce officer to ensure our pupils take opportunities to gain valuable experience in a working environment and support this through transition meetings with external professionals.