

ASN BACKGROUND

In Biggar High School there is no ASN base. The Principal teacher ASN, currently Mrs K Retson, works as part of the pupil support team. There are currently 4 FTE support assistants working with children, in class and in a 1:1 or group setting to support their learning.

Our current staffing:

Principal Teacher ASN	Mrs K Retson	
In class support staff Full time	Mr Morrison	
	Mrs Shearer	
	Mrs Lyon	
	Mrs McInnes	

The Educational Psychologist and Senior Manager Pupil Support for the Clydesdale area work closely with the department where necessary. We also have access to a member of Support for Learning staff from the Extended Learning Team, currently we have this additional support 2 days per week.

An Additional Support Need is one that is long term and will require some sort of support throughout the young person's time at school. The level of support varies from pupil to pupil. For pupils who require a high level of support regularly the PT ASN will become their 'key person' and the main point of contact for parents and carers. Any changes to the point of contact will be shared with all stakeholders.

There are a number of supports available within the school, which can be used in a variety of ways to support young people during the course of the day, including:

- Use of differentiated materials
- Use of assistive technologies/ICT
- Training pupils in the use of assistive technologies/ICT
- Writing/Reading support
- Reduced timetables
- Additional Literacy work
- Additional Numeracy work
- Prompts
- Assessment support Inc separate accommodation
- Practical support for health & safety

- Reduced timetable/class contact
- Time Out/Nurture time
- Support from Youth, Community & Family Learning staff
- Access to the school nurse

WORKING WITH SQA

It is the responsibility of the PT ASN to gather the necessary evidence for SQA Additional Assessment Arrangements.

SQA requirements for Special Exam Arrangements are stringent and subject to SQA verification. Therefore it is necessary for us to update our procedures for applying for special examination arrangements every year. Before any kind of special arrangement can be requested, it is essential that appropriate evidence has been produced for EACH subject being applied for EACH year. This evidence must show supported and unsupported work belonging to the pupil concerned and these pieces of work must:

- Be of a similar level of difficulty to an assessment but does need to be an assessment
- Have been completed recently and within a short period of time of each other
- Have been marked by the class teacher
- Be dated
- Clearly demonstrate the necessity for the concession (a reader, or scribe or extra time etc).

In June, staff will be asked to start the process of gathering unsupported evidence.

Supported evidence should be gathered prior to the prelim.

In line with Getting it Right for Every Child, (GIRFEC), the evidence which you provide will allow time for internal moderation to take place, followed by a formal SQA Verification Meeting with the school Psychologist. The final list for applications for special examination arrangements will be agreed at this point.

It is important to note that if further evidence is obtained it can be submitted to SQA until March prior to the final exam diet, however this would be in extreme cases only as evidence is required to show the need for support regularly.

Example of timeline:

Timescale	Action	Personnel
June 2019	All staff issued with list of pupils, subjects and possible Additional Assessment Arrangement (AAA). Staff are required to complete subject, level and gather un-supported evidence.	All staff
Week beginning 16 September 2019	HoF's check un-supported evidence is in place for each pupil.	HoF's
Week beginning 30 September 2019	Staff begin to gather supported evidence.	All staff
Week beginning 21 October 2019	PT ASN and HoF's will meet to confirm evidence in place & AAA can be requested. Meeting minuted as evidence. HoF will provide PT ASN with faculty return at this point.	PT ASN & HoF's
Week beginning 18 November 2019	All faculty returns to PT ASN & prelim timetable created.	HoF's
December 2019	SQA Verification Meeting & arrangements confirmed.	PT ASN/ SQA Coordinator/Educational Psychologist
December 2019	Prelim Examination arrangements in place & shared with pupils.	PT ASN/SQA coordinator
Week beginning 17 February 2020	Any additional AAA request must be made by this date with evidence in place.	HoF/ PT ASN
Week beginning 09 March 2020	Final AAA requests made to SQA	PT ASN
Week beginning 24 March 2020	SQA Contracts issued to pupils.	PT ASN

Example of paperwork used:

ALTERNATIVE ASSESSMENT ARRANGEMENTS EVIDENCE SHEET

Student Name _____ Class _____

Level of Assessment _____ Subject _____

Arrangement (✓)	Information/Comment	Accepted by pupil	Teacher Signature
Reader			
Scribe			
Prompter			
Extra Time: 25%, 33%, 50%, other	= _____ mins		
Use of ICT, specifically:			
Use of Calculator/numerical support			
Adapted paper: Digital/colour/large print			
Extra breaks			
Bilingual Dictionary			
Other:			

In my opinion, the AAAs for this exam provided the opportunity to offer a reliable indication of the knowledge, skills, understanding and competence of this candidate. By providing an additional assessment arrangement the pupil has performed in line with my expectation.

Supported & Unsupported work attached which shows significant impact on performance (✓)

Teacher's signature _____

QUALITY ASSURANCE/RAM

Quality Assurance is carried out on a termly basis. The majority of this is based around staff use of the information contained in the pupil profile. Each term 2 pupils are selected from the ASN list at random. They are then 'shadowed' around their classes at various points over the week. This allows staff to monitor the strategies in place are being used effectively and to address any issues that may arise.

The PT ASN also attends the fortnightly RAM Meeting. RAM stands for Resource Allocating Meeting and this is where individual pupils are discussed who may be in need of some sort of additional support from specialist in school staff or support from an external organisation such as Health or Social Work. All pupils benefit from having their case discussed in this forum as there is a wealth of experience around the table to draw from in order to come up with the best plan possible for the young person using the resources available to us.

The PT ASN also has their own case load of pupils. This means they are also the young person's pastoral support teacher.