**Documented Process Example 2 – Excerpt: From S1 - Senior Phase**

**Background**

This excerpt from a school assessment arrangements process explains how additional support needs are tracked throughout the learner’s journey.

**Good practice**

* It shows that the school is tracking and monitoring the needs of the learner from when they first arrive in school, so that the process does not just start in the senior phase.
* It shows that the pupil and parents/carers are involved throughout the process*.*

**How could you personalise this for your centre?**

* Would you want to include information like this in your process?
* How would you amend it to suit the process and procedures in your centre?

***Please note: the use of this resource is not a mandatory SQA requirement.*** *It is provided here for your information only, as an example of one school’s AA process or procedures. If you would like to use this resource, please feel free to adapt it in any way that suits your school.*

Assessment arrangements are only put in place if there is clear evidence of a pupil’s Additional Support Need and the impact of this ASN on their learning. This is documented in the AA whole school document. Evidence to support provision of AA must be gathered each academic year to ensure that arrangements are appropriate for the candidate in each session.

**S1-S2:**

* Individual pupils requiring AA at Primary School are highlighted to the SfL Department during ASN reviews and transition meetings prior to starting in S1.
* SfL teachers are allocated a caseload of pupils who may require AAA. This ensures a consistency of approach throughout the process. (SFL Teacher) has responsibility for all pupils with dyslexia and (PT SFL) has responsibility for all other pupils with ASN.
* Class teachers are responsible for monitoring individual pupils’ use of AAA and liaise with the SfL Department about the impact of these arrangements on attainment.
* Records are maintained by teachers in departments of assessments where pupils have used readers / scribes / ICT / Digital Papers. SfL department will record from S3 formal assessments into senior phase.

**S3:**

* Pupils are interviewed prior to the S3 formal examinations by SfL teaching staff. The purpose of this is to gather the pupils’ views about their AA, confirm that arrangements are appropriate for them and obtain an overview of support across curricular areas.
* Pupils confirm they are happy with arrangements in place for their S3 examinations by signing a form after an individual discussion with a member of SfL staff.
* AA spreadsheets are shared with all departments so that teachers are well-informed about the arrangements in place for each pupil.
* Following the S3 examinations, SfL staff consult with teachers about the impact of AA to ensure that current arrangements are appropriate.

**S4-6:**

* Pupils are interviewed prior to the N5 and Higher prelim examinations after the following;
	+ *Teachers have identified candidates, from the whole school list, who would experience substantial disadvantage due to the requirements of the assessment in their subject*
	+ *Teachers have considered and discussed with the pupil the AAA that would mitigate against the impact of that disadvantage*
	+ *Teachers have gathered evidence and submitted to SFL department by agreed deadline*
* SfL staff consultation with pupils to gather the pupils’ views about their AAA, confirm that arrangements are appropriate for them and obtain an overview of support across curricular areas.

Individual arrangements are only put in place if there is clear evidence that the arrangement is required (100% of evidence gathered is checked by PT SfL and verified by SQA co-ordinator) based on consultation with class teachers and close monitoring of the impact of their individual arrangements. The arrangements are evaluated with all stakeholders post prelim and prior to final examinations.

* Parents are formally consulted twice a year, prior to prelims and final examination.
* Class teachers are given the opportunity to raise any concerns about specific pupils and their AAA at any point in the year by communicating directly with PT SfL.
	+ Teachers are asked to sign the orange form 1 to confirm their support for the application for the AAA
* Records of AAA for each pupil are retained in the SfL Department