

Support for Learning Department

The Support for Learning Department sits within the heart of the school community, providing support and advice to pupils and teaching staff alike. Nurturing curiosity and a love of learning are crucial for developing enquiring minds and lifelong learning. In SfL the goal is to work closely with pupils to support their individual needs enabling them to flourish academically, socially & emotionally throughout their time at Bearsden Academy.

The SfL department operates as part of a whole school team, including Wellbeing, our ELR (Enhanced Learning Resource) and our link Depute Head Teacher.

Staffing consists of:

PT Support for Learning	Ms G Gold
Support for Learning Teacher	Ms M Regan
PT ELR	Mrs C Bruce
Wellbeing Teacher	Ms E MacRae
Support for Learning Assistant (0.6)	Mrs C Baillie
Support for Learning Assistant (0.4)	Ms C Dickson
Support for Learning Assistant (0.8)	Mrs V Maguire
Support for Learning Assistant (1FT)	Mrs S Mitchell
Support for Learning Assistant (1FT)	Mrs J McIndoe
Support for Learning Assistant (0.8)	Ms F McLean
Support for Learning Assistant (1FT)	Ms L Mullen
Support for Learning Assistant (1FT)	Ms K Savage
Support for Learning Assistant (0.6)	Ms L Wheatley
Support for Learning Assistant (1FT)	Vacancy

The SfL department offers consultation, assessment and on-going daily support to all of our pupils from S1 – S6. We provide both short and long-term support to pupils and cover a huge range of specific learning and /or medical needs from pupils with dyslexia and autism to those who need short term support in specific areas academically, socially or emotionally.

We provide support through consultancy, cooperative teaching, one-to-one sessions during school or after the school day, small group teaching, targeted extraction and additional assessment arrangements for SQA exams and the BGE.

With regards to specific learning difficulties, pre-emptive support is likely to be the main emphasis. Each pupil's emerging literacy & numeracy skills are closely monitored through on-going observation, review, formal & informal testing, to allow early intervention with precisely targeted tuition / extraction and advice for teaching staff.

Wherever there are needs which might not otherwise be met, additional arrangements may be put in place. The aim is to do this in close partnership with the pupil, the parents and teaching staff to provide a learning environment where the child may achieve his or her potential and find success within the context of a broad, stimulating and demanding school environment.

The complex and varied senior school curriculum means that individual tuition may gradually give way to the development of alternative strategies - for example, tailored study skills advice, increased use of digital technology and the use of extra time/reader/scribe.

At all stages of the school, we foster a positive attitude towards personal accountability, promoting pupil involvement in setting targets for learning and self-evaluation, encouraging pupils to utilise computer software and hardware to promote independent learning. We endeavour to provide appropriate and current forms of support to pupils as the demands of text-based work steadily increase through the school years towards SQA examinations, college, university and the workplace.

We find positive encouragement and support allows pupils to develop their self-confidence, resilience, self-esteem and social skills as they grow into mature, confident and independent young people.