

Parental Inclusion Session

Nurture – S.Cormack (Teacher of Nurture)

AA (Assessment Arrangements) – M.Kelly (PT Pupil Support)

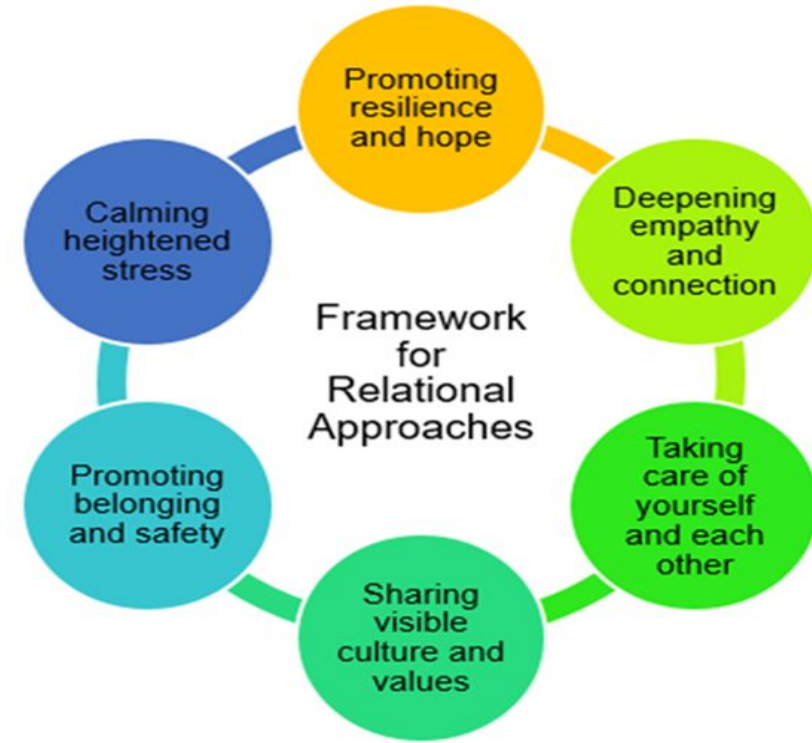
Student Wellbeing – B.Gill & E.Maclver (Educational Psychologists)

Nurture in DHS



Nurture Supports

- Breakfast Club
- Soft Starts
- Break & Lunch Clubs
- Nurture Groups
- Support for pupils with ASD/Anxiety/Low attendance
- ADHD Sports Groups
- Volunteering Award
- P7 Transition



Assessment Arrangements

Identification of Pupils

- Identified Additional Support Need
- In Class Observations
- English as an additional language
- Medical

ASN Identification

This means they are entitled to be considered for alternative assessment arrangements.

Any arrangement put in place must be on the basis of evidence gathered by staff

The purpose of assessment arrangements is to provide candidates with an equal opportunity to demonstrate their attainment without compromising the integrity of the assessment.

AA Options include:

- Extra Time (25%, 33%, 50%)
- Reader
- Scribe
- Prompt
- Separate Accommodation
- Adapted papers (coloured paper, larger font etc)
- ICT

Gathering Evidence

- **Subject staff** work with learners to identify appropriate AA
- It must make a 'significant difference'
- Provide evidence using the form

**SQA Examinations
Assessment Arrangements
Evidence 2025/26**



Pupil Name		
Subject		
Level	National 5	
	Higher	
	Advanced Higher	
AAA Requested	Reader	
	Scribe	
	Prompt	
	Separate Accommodation	
	ICT	
	25% Extra Time	
	33% Extra Time	
	50% Extra Time	
	EAL 10mins/hour	
	Coloured Paper/Overlay	
Mark without AA		
Mark with AA		
Evidence Attached <i>Please attach the evidence you have gathered and note what it is here.</i>		
Teacher Observations <i>Please note any particular observations for this pupil e.g. anxieties, difficulties with spelling, poor handwriting etc.</i> <i>This section MUST be completed for AAA to be considered.</i>		

English as an Additional Language

EAL pupils are entitled to 10 mins per hour for all subjects except English **IF** they regularly use a bi-lingual dictionary in class.

Teacher observation is enough evidence for this.

Timeline

September/October	Mrs Kelly will meet with individual pupils
November	Subject teachers provide evidence for AA to Mrs Kelly Mrs Kelly provides Formal Assessment Timetables with AA to pupils
December	Formal Assessments
January/February	Mrs Kelly meets with individual pupils to review Formal Assessment arrangements
February/March	Final arrangements for SQA exam diet agreed. Parental letter sent home detailing arrangements.
April/May	SQA Examinations

Midlothian Educational Psychology Service

*Keeping our young people safe
and connected and ready to learn*

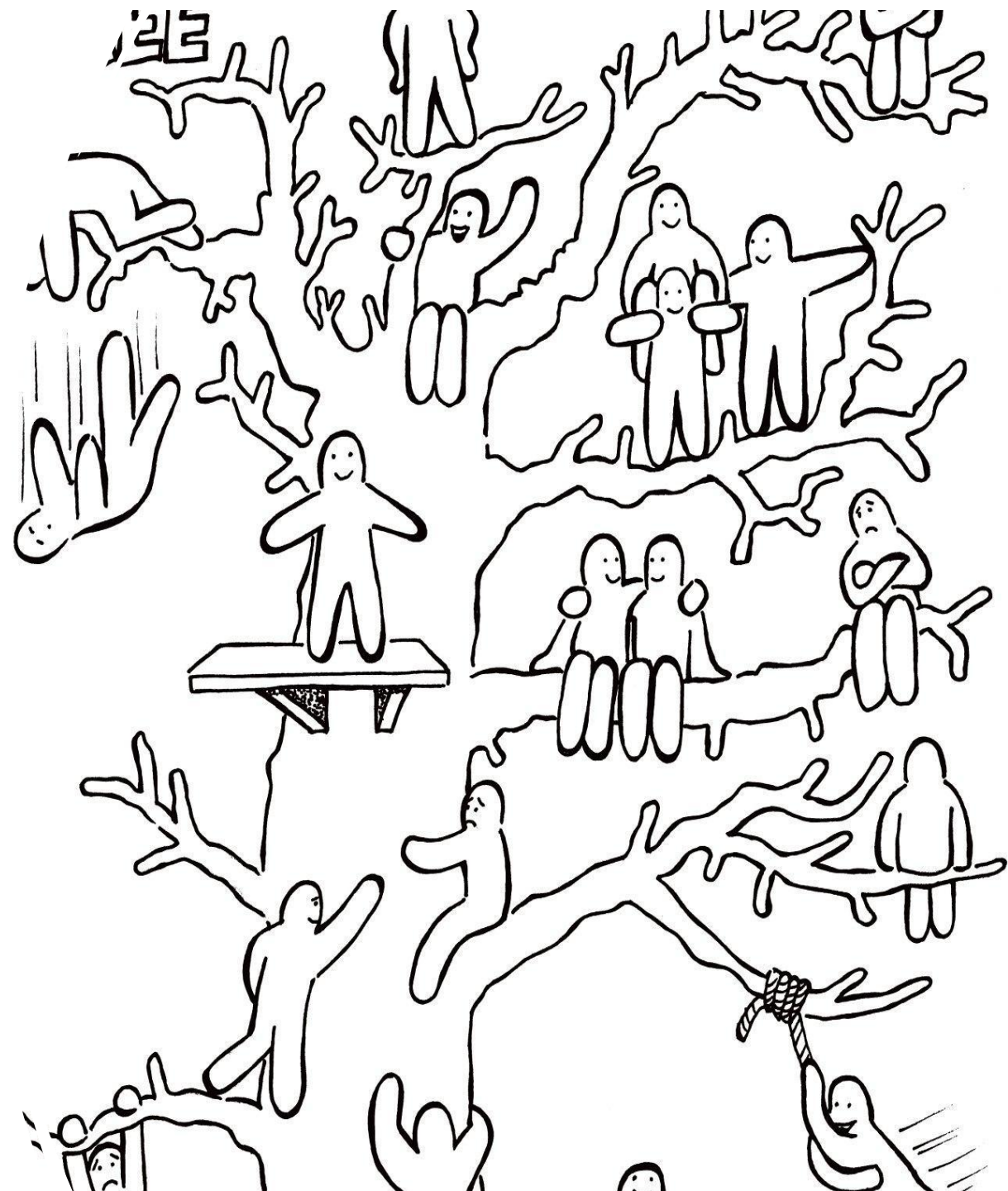
Wednesday 1st October 2025

Barbara Gill

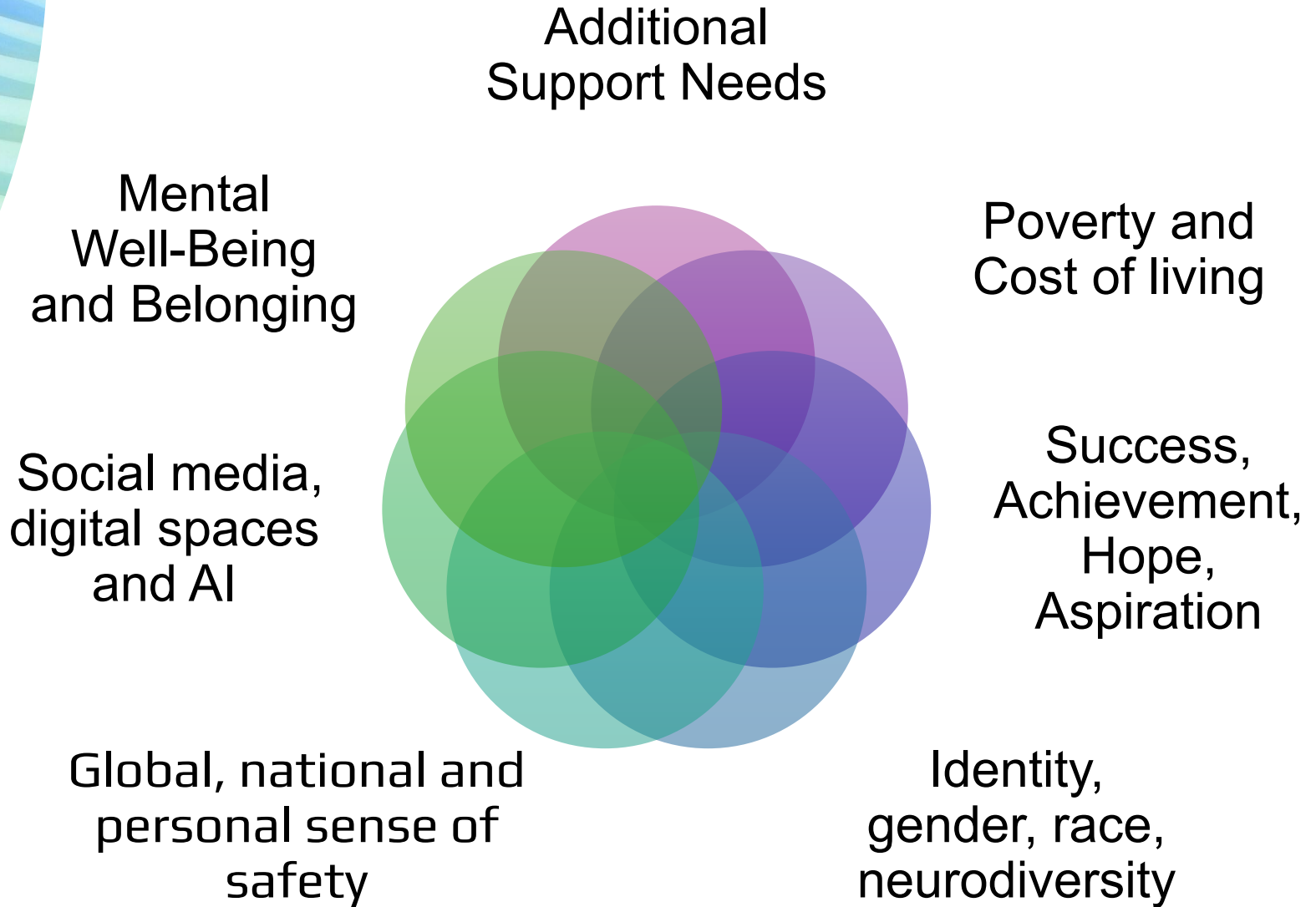
Eilidh MacIver

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[Educational Psychology | Midlothian Council](#)



What's it like to be a young person today?

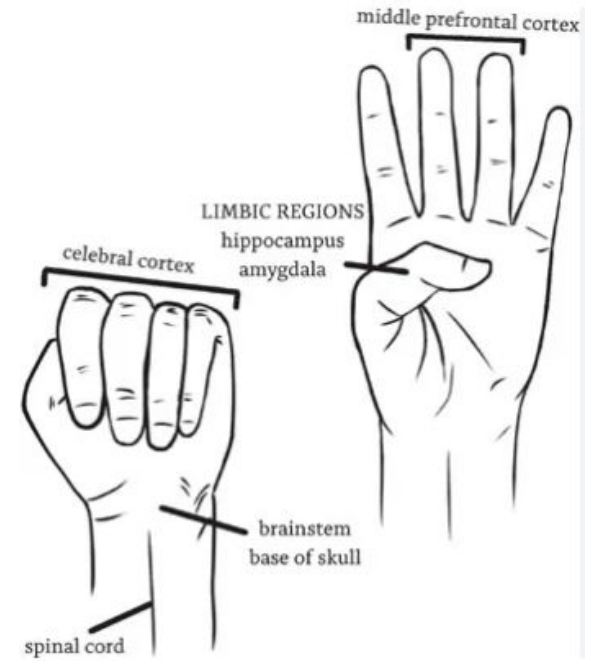


enhancing
psychological
well-being
with our
young people
in DHS

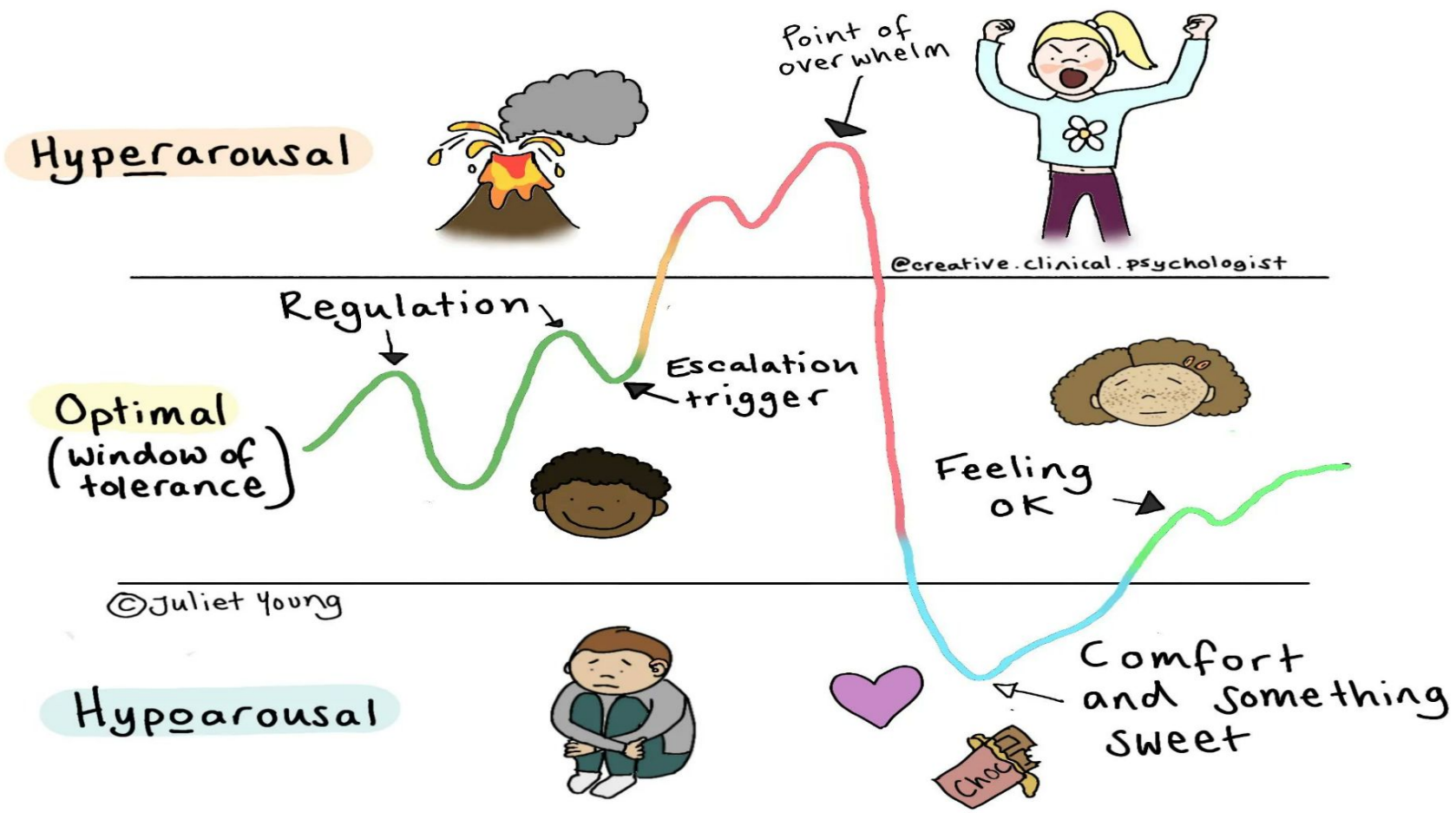


Helping our young people learn to
manage ups and downs and feel
ready to face challenges.

1. Calming our nervous systems



Window of Tolerance

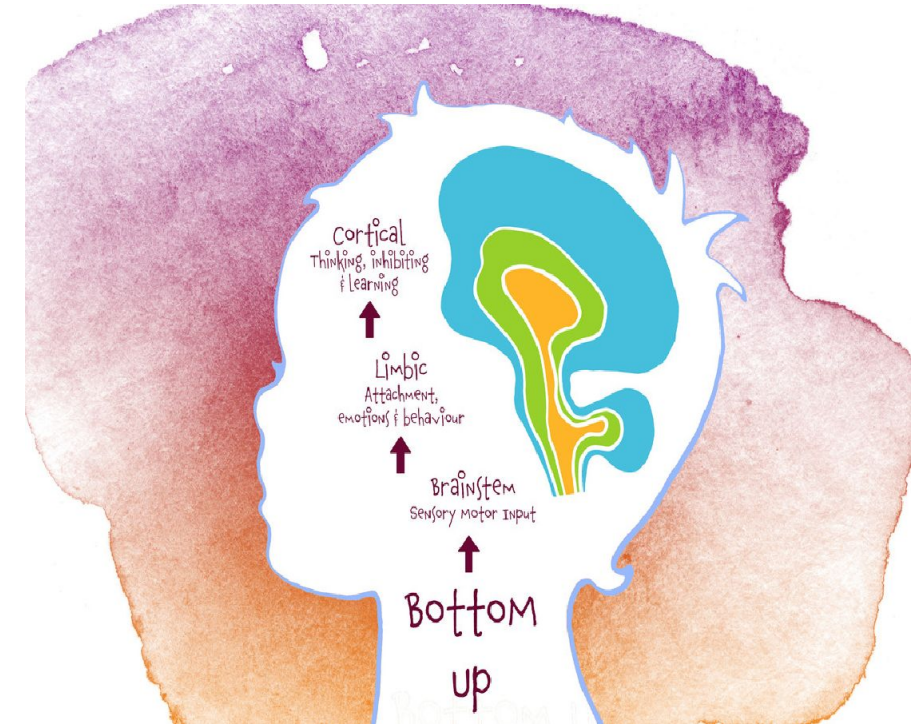
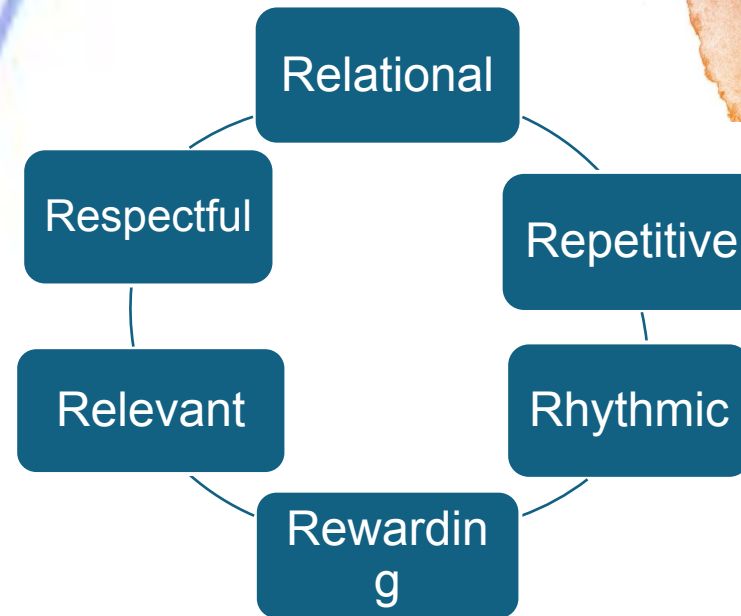
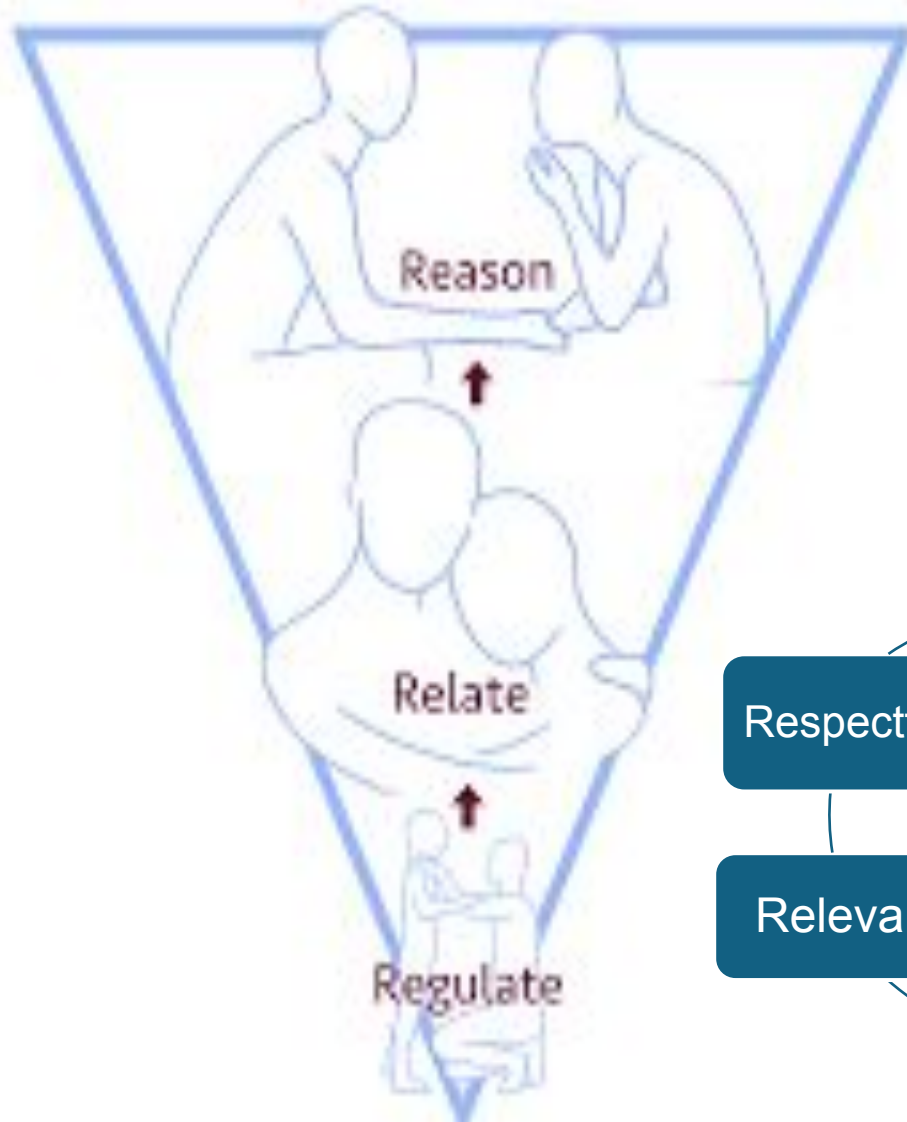


What is your young person's window of tolerance like today?

What helps them stay in their window of tolerance?

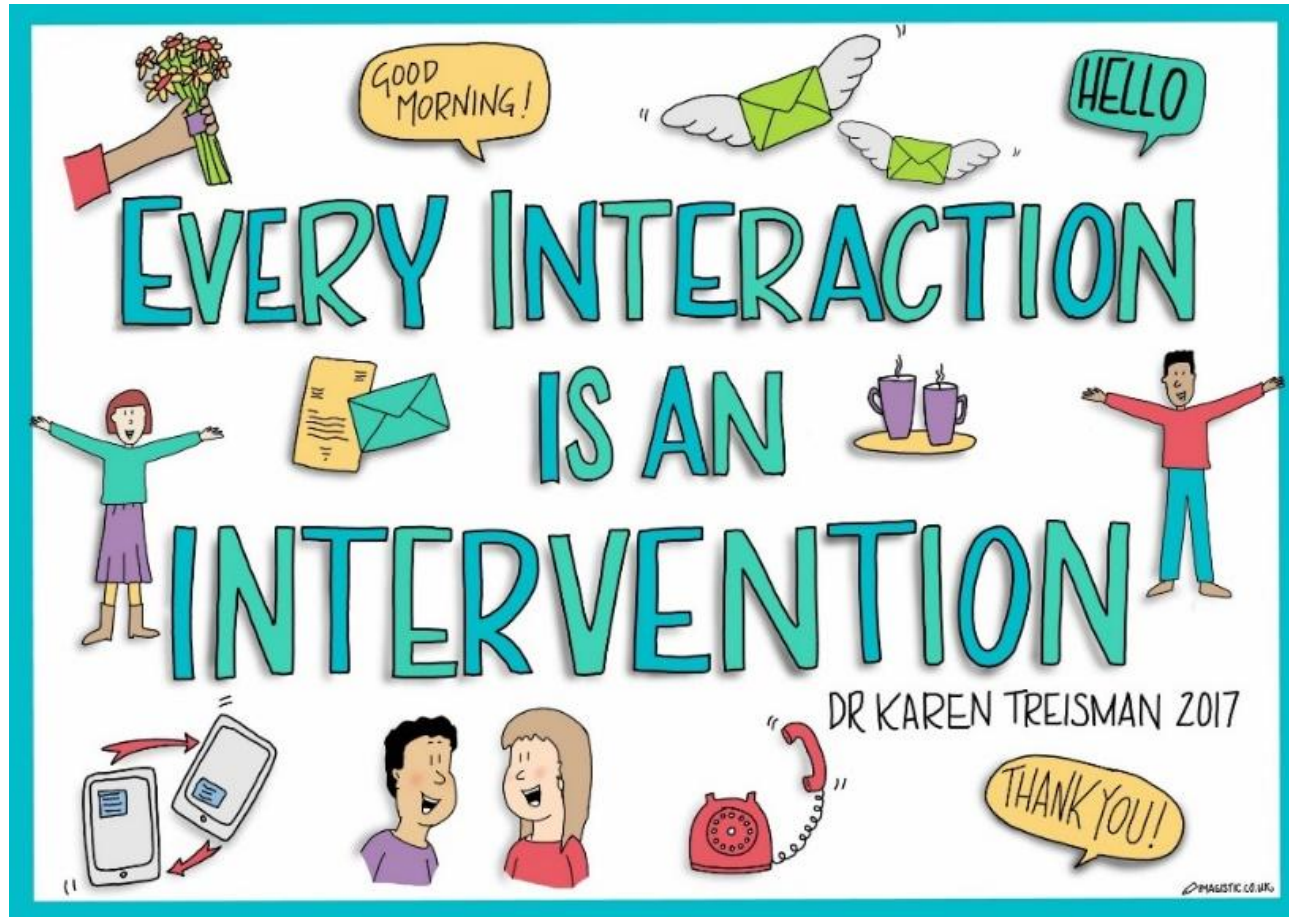
What helps them get back into their window?

Getting back into our thinking brains



2. Feeling connected and understood

“Relationships are the most powerful mental health intervention of all time”
Karen Treisman, TED 2018



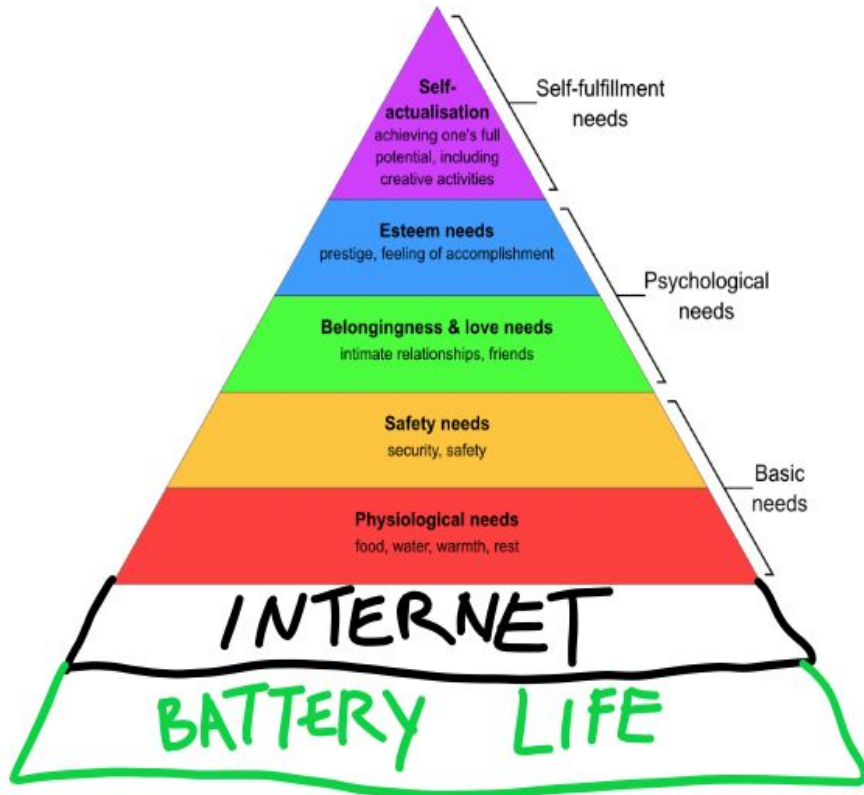


Digital Wellbeing



Key messages for promoting Digital Wellbeing :

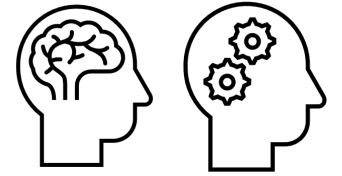
- Model good habits – show healthy phone and screen use yourself.
- Create tech-free spaces – e.g., mealtimes, bedrooms, or family activities.
- Encourage breaks – support regular rest, outdoor time, and offline play.
- Support focus-friendly routines – help with boundaries like turning off notifications or setting limits on apps.
- Talk openly – discuss how digital platforms are designed to be addictive and encourage critical thinking.
- Engage in digital media with your child (e.g. gaming) - opportunities to learn together and chat.



(Maslow's Hierarchy of Need, 1943)

More information - Stolen Focus :
Why You Can't Pay Attention- and
How to Think Deeply Again

3. Telling stories of strength and resilience



When the stories about a student are saturated with negativity, have the courage to not join in.
TELL A NEW STORY- of their unique abilities and moments of kindness.
TELL THE STORY of hope.



Working in home-school partnership to build psychological resilience for our DHS learners

Two questions for your reflection this eve...

- What one thing might you take home with you today?
- What further information or types of support would you find helpful from the Midlothian Educational Psychology Service ?

Further information and resources

Anna Freud, Resources for families - [For families | Anna Freud](#)
[Stolen Focus : Why You Can't Pay Attention - and How to Think Deeply Again](#)