

## **Support for learning and school attendance**

In Norssi and TIS, flexible grouping and various possibilities to modify the learning environment in order to support learning and school attendance are used to prevent learning difficulties. In addition, pupils' learning and developmental needs are taken into account through other preventive support measures:

- Differentiation in teaching and exercises
- Demonstrative and extra materials, and other means of demonstration
- Supportive feedback provided on a regular basis
- Carrying the necessary books and school supplies will be checked at the end of each school day
- Exams can be taken in a separate space
- Extra time can be given in an exam
- Exams can be taken orally
- Teachers consult each other
- Consulting discussions with the pupil welfare
- Clear rules and a supporting atmosphere in the classroom
- The classroom is clean and organised; the whole space can be divided into smaller spaces, if necessary
- A teacher, an assistant or a class mate may help to write down the homework
- Homework is written down on the board, in Wilma or in a separate notebook
- The learnt themes are modelled and expressed concretely
- The pupil's participation and responsibility are highlighted
- The pupil's seat in a classroom supports concentration on learning
- Pupils are divided into groups flexibly and purposefully
- Learning to learn skills are strengthened
- Simultaneous teaching is provided
- Screening results are taken into account in teaching
- The goals and the program of the lesson / day are presented to the pupils at the beginning of the day / lesson
- Instructions are made simple and tasks are divided into smaller units
- Support provided by another pupil or a tutor
- The number of pauses during learning is increased

- Wilma is used consistently

### **Action and cooperation at transition points:**

At transition points (from 2<sup>nd</sup> grade to 3<sup>rd</sup> grade and from elementary school, 6<sup>th</sup> grade, to lower secondary school, 7<sup>th</sup> grade) or when a pupil moves to another school, the information necessary to organise teaching is passed on to the teachers that will teach the pupil and to other experts. Examples of the modes of action are multiprofessional meetings, meetings concerning transitions and information transition forms. The practices and responsibilities of information transition are described in the school's guidance plan.

### **Systematic screening of the needs for support in learning and school attendance in order to provide support:**

Among other things, dyslexia tests, reading comprehension tests and mathematical tests are used to screen pupils' needs for support. The language proficiency of an immigrant pupil is determined in order to provide teaching.

### **Cooperation, responsibilities and division of roles in the educational and other administrations:**

The school cooperates with the health, social and youth services of the city of Turku. When needed, networking meetings are arranged to provide support for a pupil.

### **Cooperation with the experts responsible for pupil welfare services and with other experts needed to estimate the need for support, to plan the support, to organise and to implement it in practice:**

Teachers and experts of support cooperate multiprofessionally in recognising and assessing the need for support, and in planning and implementing the support. The participating experts in the cooperation are considered case by case. The school has its own psychologist, school social worker and nurse who take care of organising the multiprofessional support together with the special needs teachers and other persons taking care of the pupils' support.

### **The central principles of the cooperation with homes in the issues concerning support in learning and school attendance:**

When the need for support is identified, the teachers and experts of support cooperate closely with the home in matters concerning the provision and organisation of the support. A pupil's learning and school attendance are followed-up and guided in annual assessment discussions. At different transition points of a pupil's study path, positive and easily accessible cooperation with the guardians is essential.

(Translated by Eveliina Marinica, reviewed by Lisa Paavilainen)