Pupil Support Policy

**Section 1** - (This section sets out how support is structured)

- School Improvement Plan Summary
- Pupil Support Framework
- Support Provision
- Supported Provision Targets

**Section 2** - (This section sets out who will deliver support to our school)

- Pupil Support – Staff
- Pupil Support
- Support for Learning
- Partnerships

**Section 3** - (This section sets out what systems are in place to support children and families)

- In School
- Within Our Community
- Within Our City
Section 1 - WHEC School Improvement Plan Summary 2017-2018

Raising Attainment

- Improve our Literacy and Numeracy
- Improve Attainment for All

Promoting Inclusion

- Improve our Support Provision
- Improve parental engagement

Developing our Young Workforce

- Implement Career Education Standard
- Improve our partnerships

Providing Equity

- Improve the Skills of our Pupils
- Improve our Environment

Through a Culture of Self-Evaluation

- Improve our CLPL
- Robust monitoring & tracking
- Develop and implement a clear Teaching and Learning strategy.
- Implement clear Literacy and Numeracy pathways

- Improve the quality and consistency of Personal Support
- Implement Universal, Targeted and Focussed provision
- Improve Parental Engagement
- Improve Wellbeing

- Ensure our curriculum supports Developing Young Workforce
- Enhance our Employability strategy for WHEC
- Enhance college provision
- Improve Positive Destinations

- Develop universal skills for all pupils.
- Improve Parental engagement
- Promote a nurturing environment
- Develop leadership opportunities
Pupil Support Framework

All children have the right to be included and we endeavour to eliminate discrimination, promote equality and remove barriers from learning and participation.

Pupil Support are our ‘drivers’ of inclusion within our school and enhance school improvement through their inclusive practice and our integrated support framework. One of our strategic priorities it Promoting Inclusion and by placing teams of Pupil Support staff around our pupils we endeavour to ensure this happens.

This integrated pupil support framework is based on the Additional Support for Learning Act (Scottish Government, 2005 and updated in 2014) and Getting it Right for Every Child (Scottish Government, 2008)

Getting it Right for Every Children (GIRFEC) is the Scottish Government’s approach to improve children’s services. The wellbeing of all children and young people is at the heart of GIRFEC. Services must work together with children, young people and their families to provide quick and effective support when it is needed The children and Young People Act (Scotland) 2014 will mean key parts of GIRFEC become law in 2018.
Support Provision

Our support provision is based on a staged model. This enables us to use our resources effectively and proportionately to ensure every pupils’ needs are met by planning for them appropriately. As a team around the pupil, we make an assessment of their need and validate this with parents/carers.

What this means for each pupil and family:

Support Provision - **Universal**: Pupils who require support at ‘key’ times over the session. Pupils will have:-

- Pupil profile
- At least one recorded meeting per Guidance teacher per session to discuss – progress, attainment or welfare
- At least one recorded discussion with parent/carer per Guidance teacher per session

Support Provision - **Focused**: Pupils who have an additional support need (Behaviour, Learning or Family). Pupils will have:-

- Pupil profile
- **Assessment of Need/Additional Support Plan/Health Care Plan/EWO/LAC/Non LAC**
- At least one recorded meeting per Guidance teacher per session to discuss – progress, attainment or welfare
- At least one parent meeting per session to discuss transitions and or forward planning.
- **Partners are informed as necessary – Family Engagement Worker, Educational Psychology etc**
Support Provision - **Targeted**

Pupils who require multi-agency planning and require intensive support. Pupils will have:

- Pupil profile
- Assessment of Need/Additional Support Plan/Health Care Plan/EWO/LAC/Non LAC
- **Individualised timetable and risk assessment if required**
- At least one recorded meeting per Guidance teacher per session to discuss – progress, attainment or welfare
- At least one recorded discussion with parent/carer per Guidance teacher per session
- **At least one multi agency meeting per session to discuss transitions and or forward planning.**
- Partners are informed as necessary – Family Engagement Worker, Educational Psychology
- **All targeted pupils must be recorded at TATC and ASL meetings**
Section 2

This section outlines the key roles and responsibilities held by all.

Staff

The Class Teacher has shared responsibility to work in an integrated way to support children and should have

- Access to information about a child’s learning needs.
- Additional information accessed via staff servers and other internal MIS systems, e.g. the red folder
- Have access to information flagged on SEEMIS, e.g. HCP and ASPs
- Complete pupil progress requests timeously
- Be made aware of information that may impact on a child’s ability to access the curriculum.
- Use Faculty meetings to raise concerns about the child and refer/consult with Curriculum Leaders/Pupil Support and Support for Learning.
- Use a variety of teaching approaches/methodologies.
- Use a differentiated curriculum.
- Apply anti-bullying policy and equalities policies.
- Evaluate any interventions made and take appropriate next steps.
Pupil Support

Depute Head Teacher

• Additional Support Leader
• Whole school attendance
• Primary/Secondary lead for school
• Child Protection
• GIRFEC lead for school
• Team around the Cluster (TATC) chair
• Represent school at South West Child Management Groups
• Positive ethos lead
• Equalities coordinator
• Parent meetings/evenings lead
• Year head for S1, S2 and S6

Pupil Support Leader

Strategic Remits: (1 per Pupil Support Leader)
• Monitoring and Tracking /Developing Young Workforce
• PSE
• Primary Secondary Liaison

Operational remits: (All Pupil Support Leaders)
• Monitor pupil case load – 1:1 interviews, house team meetings, YPPMs, parent meetings
• Pastoral, Curricular and Employability planning and support for all pupils in their case load
• Pupil attendance monitor
• First point of contact for parents/carers
• Teaching commitment

The High School - Wester Hailes Education Centre – Policy Document 06/12/2017
Support for Learning

Support for Learning Leader

Strategic remit:
• Social Emotional Behavioural Needs lead

Operational remit:
• Allocation of school audit hours across pupils
• Create and put in place PSA timetable
• Carry out ASN assessments
• Create Additional Support Plans
• Lead the Hub, an inclusion resource
• Represent the school at Cluster ASL meetings
• Attend YPPMs, liaise with professionals to apply for extra support
• Gather evidence, arrange staff and create pupil timetables for AA exam arrangements

Pupil Support Assistant

Support for Effective Learning and Teaching
• developing good teamwork with teaching and other staff
• providing support to teachers and pupils in classroom learning/work
• supervising and supporting groups of pupils
• providing help to pupils in organising their work and to follow instructions
• assisting in supporting pupil’s attainment through practical help

Care and Welfare of Pupils
Partnerships

Family Engagement Worker

Strategic remit:
- Developing 3rd sector partnerships
- Increase family engagement opportunities

Operational remit:
- Targeted family support working with parents/carers
- Targeted support with pupils
- Support YPPMs
- Support pupils to attend new programmes with partners
- Support and help to coordinate Community events
- Support and coordinate holiday activity programmes
## Systems to support our pupils:

<table>
<thead>
<tr>
<th>In School</th>
<th>Description</th>
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<tbody>
<tr>
<td>1:1 pupil meeting</td>
<td>An individual meeting for the pupil with their Pupil Support Leader/Year Head. This can be for pastoral, curricular and employability</td>
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<tr>
<td>House Team Meeting</td>
<td>Pupil Support Leader, Support for Learning Leader and Year head meet to discuss pupil concerns across House grouping</td>
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<tr>
<td>Young Persons Planning Meeting (YPPM)</td>
<td>Planning meeting for the individual pupil involving parents/carers and relevant professionals involved</td>
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<tr>
<td>Family Engagement Worker</td>
<td>Extended support for the pupil and their family from the school</td>
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<tr>
<td>Team Around the Cluster (TATC)</td>
<td>Professionals discuss supports and strategies for individual pupils who may be focused or targeted. This also engages the cluster Primaries to support families in the community and transition. This meets each month</td>
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<tr>
<td>Career Appointment</td>
<td>1:1 appointment with the pupils to help support them achieve their career goal</td>
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<tr>
<td>Careers Fayre</td>
<td>Pupils have the chance to meet with local businesses and partnerships to help them decide what they may want to do as a career</td>
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<tr>
<td>16+ Meeting</td>
<td>Meeting with Depute Head Teacher, Pupil Support Leader and partner agencies to support pupils leaving school to attain a positive sustained destination</td>
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<tr>
<td>The Art Room</td>
<td>In school resource that supports development of positive peer relationships and social skills while completing art projects. Provision agreed at house team meetings</td>
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<tr>
<td>The Hub</td>
<td>In school resource that allows pupils to remain included in school but in a 1:1 basis. Aimed at targeted pupils</td>
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### In the Community

| 3rd Sector Partners; RUTs, Cyrenians, Youth Vision, Barnardos, Young Carers, Princes Trust | A range of partnerships that engage with the school to support our pupils in various areas, i.e. careers, counselling, outward bound, peer relationships, life skills |
| Social Work, Family Solutions, Multi Systemic Team | Support for our pupils who are looked after and accommodated |
| LAAC Review | Reviews for our pupils supported by Social Work |
| Medical Check-up | Working with local doctors to support our pupils health |
| SW Child Service Management Group | Professionals in the community come together to look at how we can improve the supports offered in the area to support families/children |
| CP Case Conference | Case conference to discuss supports and agree an action plan for pupils who are on the Child Protection register |

### In the City

| Area Attendance Advisory Group | Panel of professionals who meet with parents where there is a chronic attendance concern with their child. An attendance concern beyond what the school can manage |
| ASAP referral | Referral for extra support in school to help with a pupil's learning, or to support the family with behaviour/routine concerns |
| CRMG referral | Referral for alternative education placement for pupils who are not settling in mainstream |
| Children’s Hearing | Panel meeting to discuss whether a pupil/family may need support from Social Work |