



Enabling all pupils to achieve successful outcomes regardless of ability or background

Pupil Support Policy 2022-23

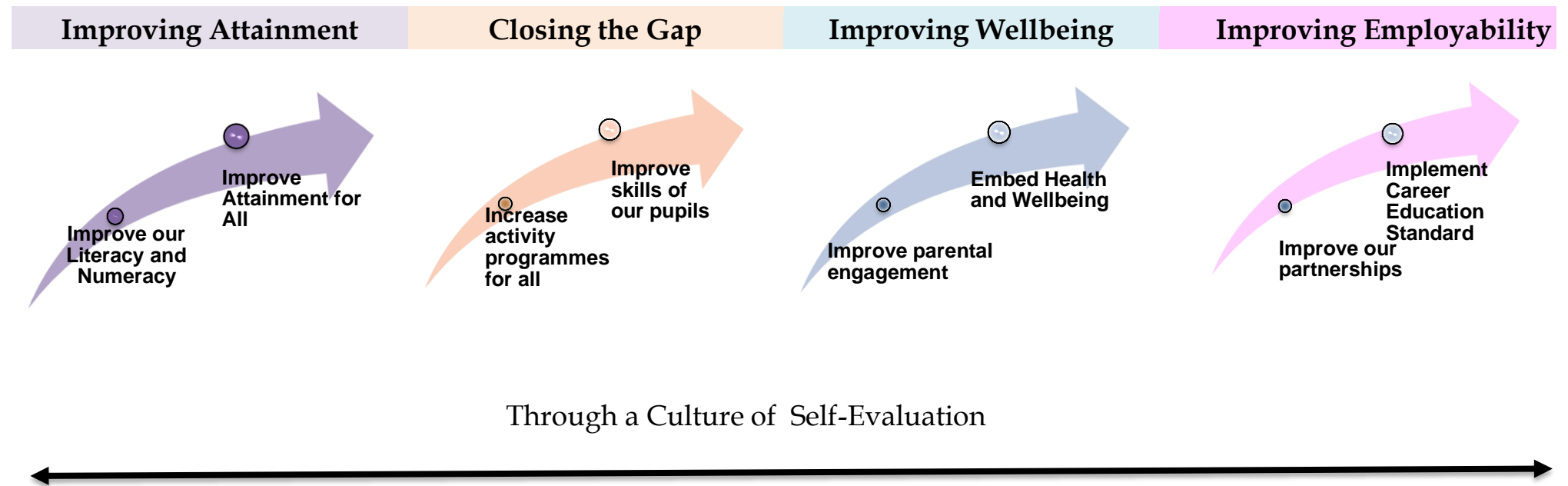
Table of contents

Section	Section Title	Page
1	School Improvement Plan Summary	3
This sections sets out the WAY support is structured	Pupil Support Framework	4
	Support Provision	5-6
2	Staff	7
This section sets out WHO will deliver support to in our school	Pupil Support	8
	Support for Learning	10
	Partnerships	11
3		
This sections sets out	In school	12

What systems are in place to support children and families	Within our community	
	Within our city	

Section 1

WHEC School Improvement Plan Summary 2022-2023



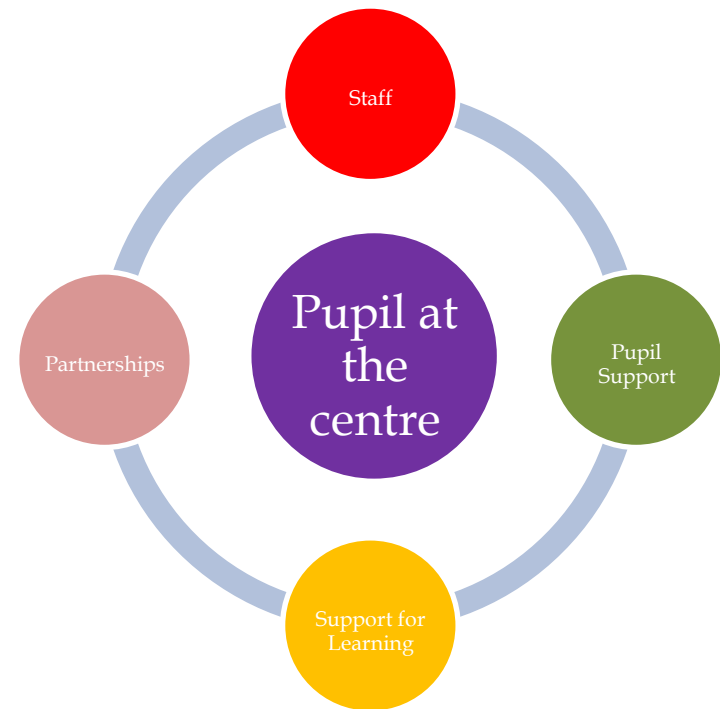
<ul style="list-style-type: none"> ❑ Improve our Career Long Professional Learning ❑ Harness new technologies ❑ Develop and implement a clear Teaching and Learning strategy ❑ Improve our Literacy and Numeracy attainment 	<ul style="list-style-type: none"> ❑ Embed skills for learning ❑ Improve uniform ❑ Promote a nurturing environment Develop leadership opportunities 	<ul style="list-style-type: none"> ❑ Improve pupil attendance ❑ Improve links with most 'at risk' families ❑ Reduce exclusions especially for targeted pupils ❑ Embed Rights Respecting Schools 	<ul style="list-style-type: none"> ❑ Embed skills for work ❑ Enhance work placed experiences ❑ Analyse and support sustained Positive Destinations ❑ Partnerships through curriculum
---	--	---	--

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 is 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

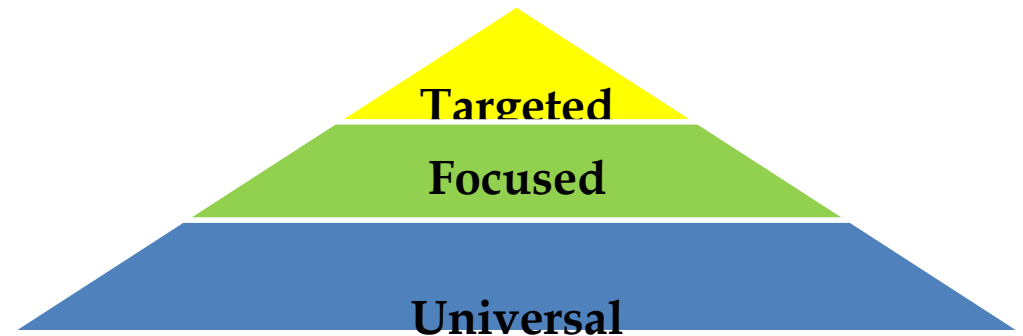
Our support provision is based on a staged model. This enables us to use our resources effectively and proportionately to ensure every pupils' needs are met by planning for them appropriately. As a team around the pupil, we make an assessment of their need and validate this with parents/carers.

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:

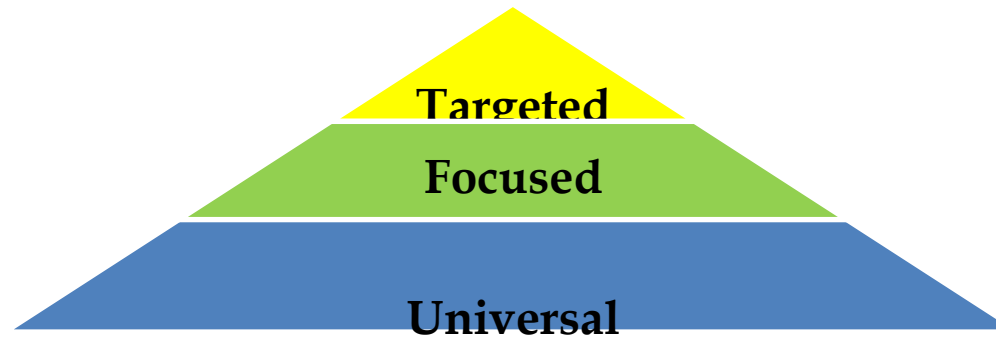
Pupils who have an additional support need (Behaviour, Learning or Family). Pupils will have:-

- 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.

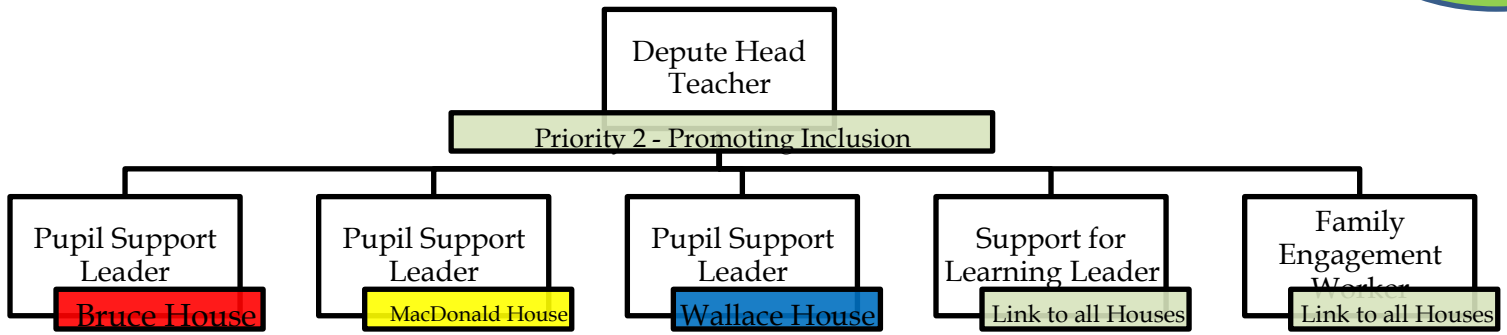
Staff



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 which 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



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

WHEC Pupil Support Remits 2018/19

Strategic remits:

PSL Bruce House	PSL MacDonald House	PSL Wallace House
Rights Respecting Schools GIRFEC – paperwork and procedures HCPs Attainment/participation M&T Pupil Attendance IT	S4-6 PSE 16+ JET College Link Work Experience UCAS LEAPS House Assemblies/House Boards	S1-3 PSE Skills Cluster Transition Equalities Respect Me Healthy Respect

Operational remits: (All Pupil Support Leaders)

Universal Provision

PSE Caseload
1:1 Interview – caseload
Course Choice - caseload
Deliver Bruce house assemblies
S1- S6 Reports/Parental Meetings
Monitor Attendance in caseload
House Team Meetings

Focused Provision

Equalities within caseload

Police Reports
Wellbeing Concern
HCPs
UCAS/ College applications/ 16+ References Targeted Support
GIREFC Meetings: YPPM/ TATC/Attendance
Management Report and Attend: LAC Review/Children’s
Hearing/ CP Case conference/Core Group Referrals to
external agencies
GIRFEC paperwork
Risk Assessments

Self-Evaluation

PRD
CLPL
QA Calendar

CAT
Faculty Meetings



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

- noting behavioural and health and welfare needs of pupils

Partnerships

Family Engagement Worker

Strategic remit: □

Partnerships

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

Section 3

Systems to support our pupils:

<u>In School</u>	<u>In the Community</u>	<u>In the City</u>
1:1 pupil meeting	External partners	Attendance Review Meeting
House Team Meeting	Social Work	Area Attendance Advisory Group
YPPM	LAAC Review	ASAP referral
Family Engagement Worker	Medical Check-up	CRMG referral
TATC	SW CSMG	Children's Hearing
Career Appointment	CP Case Conference	Additional Support for Learning Service
Careers Fayre		
16+ Meeting		
The Art Room		
The Hub		
The TAG		
Place 2 Be		
Wester Hailes Health Agency		