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| **Improvement Priority**   * Embedding whole school approaches to Inclusion and wellbeing through policy and practice. * 80% of pupils GMWP results and pupils with individual Boxall Targets have improved or been achieved through supports and interventions. * Increase in attendance across all learners. * Increased parental engagement through workshops and events across the school. * CLPL opportunities for all staff e.g. NME projects and Wellbeing Champions | | Rationale for improvement priority based on evidence  NIF Priority  Health and wellbeing has been a huge priority within Annanhill over the last few years. Progress has been evident through the reduction in SHE reports, increased levels of attainment in health and wellbeing and a shared understanding of how we approach the curriculum. Capacity across our nurture and inclusion team has been established with our next step being a more consistent approach to universal supports across the school.  Priorities for this year is the involvement of the whole school community to embed and create a sustainable approach to inclusion which is consistent, manageable and meaningful to all. |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  School improvement | **HGIOS/HGIOSELCC QI’s for self-evaluation**  **1.1, 1.3, 2.4, 2.5, 2.7 3.1** |

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| What actions are required to reach the desired outcome? | Who | When |
| **Whole school implementation of an inclusive approach**   * Policies and procedures to be reviewed to ensure a consistent approach to supporting social, emotional and mental wellbeing across the school. New school policy established which is shared and reviewed by the whole school community - teachers, staff and pupils. * Introduction of the Circle Framework for Inclusion to be rolled out across the school through partnership with the EAST team to ensure a consistent approach to Routines and Environment are achieved to support all learners. * East Ayrshire Relationships Policy to be explored and developed as part of a whole school approach to Inclusion – working party to lead, and explore all five approaches to support the wellbeing needs of pupils within our establishment ensuring we consider our unique context as we drive forward change. * Continue to develop our assessment approaches to social, emotional and mental wellbeing to ensure these are embedded across the school. Assessments need to be timely, proportionate and appropriate to the needs of the learner. We will involve all partners in the development of this area to ensure a consistent approach is achieved. * Attendance to be supported and monitored through the creation of effective systems which highlight the nature and number of absences, with the supports and interventions we intend to explore.   **Pupil Support and Learning**   * Glasgow Motivational Wellbeing Profile concepts to be embedded through school assemblies and class lessons, linking with SHANARRI indicators. * Small test of change to be explored with the use of Glasgow Motivational Wellbeing Profile to provide pupils with the opportunity to be involved in decisions linked to their wellbeing. * Monitor and track interventions in place for individual pupils involving them in the decision making process and targets created.   **Training and Support**   * CLPL opportunities to continue to build capacity within staff. Seasons for Growth training, LIAM training, SAFE Talk and ASSIT training explored across staff team. * NME project in collaboration with Educational Psychologists and Park School staff to be developed and implemented to support learners across the school.   **Community and Parental Involvement and Engagement**   * Parent workshops created each term to support the learning and understanding of our parents initially linked to social, emotional and mental wellbeing. * Parents invited into the school informally to be part of the learning within the nurture and inclusion base as well as the classrooms. * Continue to establish links with the community and further enhance our children’s opportunities through our Youth Club initiative and further engage our children in positive relationships across the school community. * Develop stronger links across the Education Group – develop the Wellbeing Champions in a joint project. | Julie Bracher and Diane McGougan  Whole School    Nurture Team and Working Party  Diane McGougan, Working Party  Nurture Team, and Working Party  Working Party, Whole School | Dec 2023  Jan 2024  Dec 2023  April 2024  April 2024  April 2024 |
| **Evidence of Impact against outcomes for learners**   * Initial needs analysis then comparative in April * Planning for individual children and 80% of targets achieved * Assessment giving clear next steps for individual children and measure impact of interventions. * Raised self-esteem and resilience highlighted through wellbeing conversations and webs * Staff confidence in Trauma informed practice effectively supports the children – staff questionnaires before and after NME training. | | |