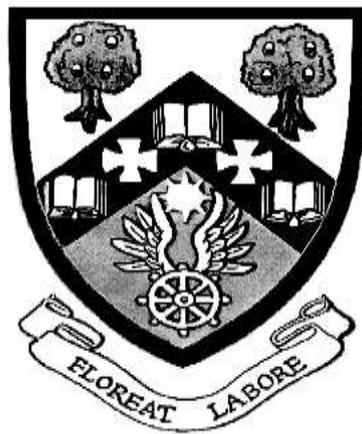


EASTWOOD HIGH SCHOOL



PUPIL SUPPORT POLICY

PUPIL SUPPORT POLICY AND ENTITLEMENT

1. Introduction

In response to national and local advice and guidance from the Scottish Government and East Renfrewshire Council, the Pupil Support Team has been established to provide a comprehensive and holistic service for every pupil in the school. This structure brings together pastoral, learning and behaviour support to facilitate the closer integration of the work of these specialist areas of pupil support. By doing so, pupil needs are more effectively monitored, supported and evaluated and the partnership with parents and other support agencies is strengthened. This policy recognises that an effective support structure plays a vital role in supporting the personal social and learning development of all pupils. Getting it Right for Every Child (GIRFEC) is at the heart of this support.

This policy outlines how the general support needs of pupils are met. Two other policies, namely, the Support for Learning policy and the Behaviour Support policy outline how the needs of pupils with those specific additional support needs are met.

2. Aims of the Policy

All pupils in Eastwood High should be Safe, Healthy, Achieving, Nurtured, Active, Respected and Included. We aim to

- provide personal, curricular and vocational support specific to the needs of every pupil at each stage and transition from school to adult life
- provide a programme of personal and social education appropriate to the needs of each pupil
- provide support in learning and behaviour when required and employ a whole team approach
- provide opportunities for pupils to develop self esteem, awareness of safety issues and confidence in their development, knowledge, skills and achievements and encourage them to accept personal responsibility for their learning and behaviour
- contribute to the development of a positive school ethos and foster good relationships between all members of the school community
- monitor, record and disseminate information relevant to the welfare of individual pupils to the appropriate staff, to parents and to external agencies
- support education authority policies on e.g. inclusion, equality and child protection and keep abreast of current legislation

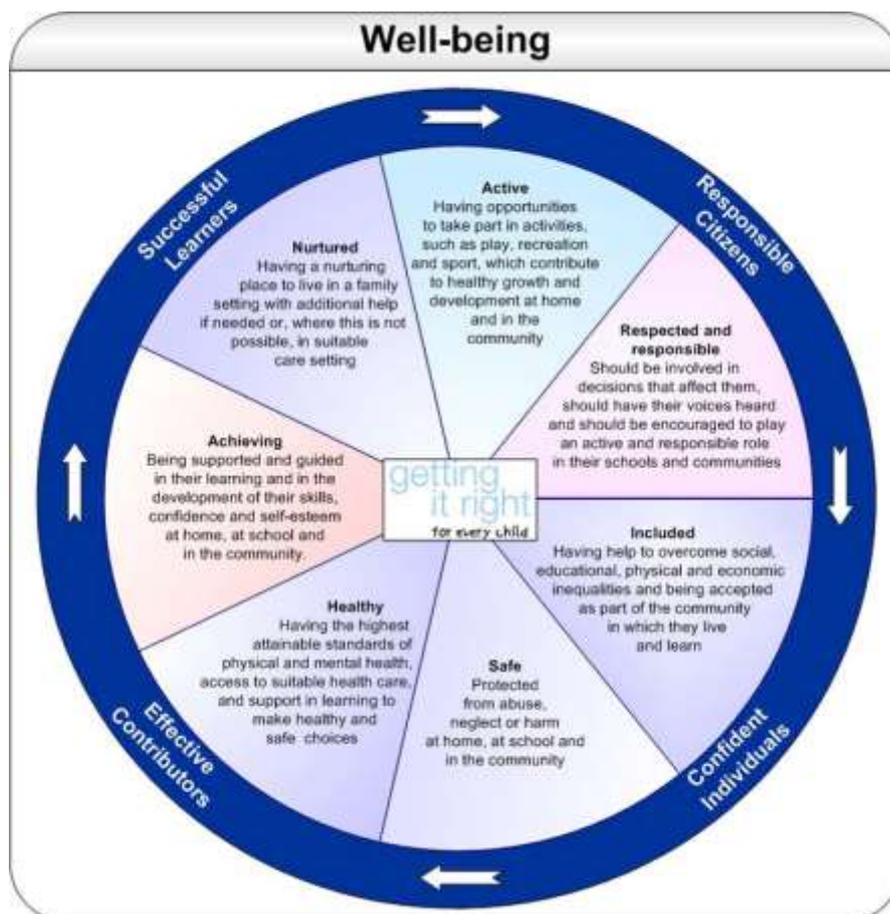
- work with the family members and carers in all aspects of pupil development and concerns (especially in relation to Looked after and accommodated children)

This policy also recognises that an effective support structure plays a vital role in supporting the general well-being and curricular development of all pupils.

Our approach reflects East Renfrewshire Council's vision of Inclusion, Achievement, Ambition and Progress for all. The fundamental aim of our approach is through Staged Intervention so that all pupils will be:

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens

This policy outlines how the general support needs of pupils are met.



The following National and Local documents have informed the development of this policy.

The Children and Young People (Scotland) Act	Scottish Gov. 2014
Included Engaged and Involved	Scottish Gov. 2011
Valuing Young People	Cosla & Scot Gov 2009
BtC 4 Skills for Learning, Skills for Work, Skills for Work	Scottish Gov.2009
A Guide to Getting it Right for Every Child	Scottish Gov. 2008
Building the Curriculum 3	Scottish Gov. 2008
Missing Out	HMIE 2006
Getting it right for every child	Scottish Gov. 2006
Safe and Well	Scottish Exec 2005
Supporting Childrens Learning – Code of Practice	Scottish Exec 2005
Happy safe and Achieving their Potential	Scottish Exec 2004
Education (Additional Support for Learning)	Nov 2004(Scotland) Act
2004	
Pupil Support in ERC: A Policy Framework(draft)	ERC November 2004
Children’s Charter and Framework for Standards	Scottish Exec.2004
Personal Support for Pupils in Scottish Schools	HMIE 2004
Learning with Care	HMIE 2003
Count Us In	HMIE 2002
Structures for Learning	ERC 2003
Delivering the Pastoral Support Entitlement	ERC 2003
Better Behaviour-Better Learning	ERC 2003
More Than Feelings of Concern	CCC 1986

3. Range of Activities in Eastwood HS to achieve these Aims

There are five main objectives.

To provide personal support to each pupil by:

- assigning a Named Person (generally Pupil Support Principal Teacher) who will know the pupil in some depth and take an active interest in his /her welfare, problems, personal and social development throughout her/his years in school.
- interviewing each pupil at least once a year, tracking progress and supporting pupils to set and review targets and plan progression in learning.
- Joint Support Team and multi agency partnership working
- arranging expert help from appropriate services when required and protecting pupils from harm, abuse and neglect.
- monitoring and supporting attendance and timekeeping.

- collating, recording and sharing information as appropriate to support the welfare and learning of pupils and keeping profiles and the child's plan up to date.
- facilitating pupils' access to explore needs and concerns and access to complaints procedures, taking account of pupil's confidentiality, rights and dignity.

To provide support for learning by:

- giving advice and supporting pupils in personal learning planning
- supporting pupils at the major transition points in their school career
- discussing course option choices, progress and aspirations
- giving and accessing information to and from staff regarding overall progress, recognising success and addressing underachievement

To provide vocational support to assist pupils in making transitions from school to adult life by:

- organising a planned, progressive careers education programme
- providing opportunities within the curriculum and through the wider life of the school for young people to experience skills for life, skills for work and skills for learning.
- assisting pupils to make well informed and realistic lifestyle and careers choices
- offering opportunities to record achievements and to investigate opportunities in further and higher education
- offering computer assisted careers education programmes and providing a well resourced and regularly updated careers library
- offering specific curriculum inserts for career education involving action planning and target setting
- liaising with the Principal Teacher of Enterprise in planning appropriate career based activities.

To provide a programme of personal and social education appropriate to pupils' needs by:

- providing a planned, progressive personal and social education programme encompassing health promotion and a healthy lifestyle and taking into consideration the Health and Wellbeing experiences and outcomes of CfE
- promoting activities which will encourage decision making skills and personal safety choices and skills relevant to the modern world
- offering opportunities to explore attitudes, values and feelings
- offering activities which will enable them to participate in groups and which encourage listening and expression of constructive ideas
- giving information which will enable them to reflect on a range of appropriate moral and social issues.

To contribute to the development of a positive school ethos which seeks to nurture the self esteem of every member of the school community by:

- offering a safe environment both physical and emotional
- supporting each pupil to work in an environment which is conducive to learning and in which he or she feels valued, respected and included
- ensuring as far as possible that pupils are free from bullying or discrimination
- challenging and encouraging pupils to work to capacity and achieve the highest standards of which they are capable
- showing appreciation for pupils' achievements and fostering confidence in their ability to improve.
- developing skills of active citizenship within the school community

4. MANAGEMENT RESPONSIBILITY

The Headteacher has the overall strategic responsibility within the school to manage and lead Pupil Support. The operational responsibility has been delegated to a DHT Pupil Support who also has additional responsibility for post 16 transitions and vocational education.

Principal Teachers of Pupil Support have a key role in promoting the delivery of effective pastoral, learning and behaviour support. It is the Principal Teachers responsibility to deliver a service that achieves the aims listed above.

Finally all teachers have a responsibility for the care and welfare of the pupils they teach (get it right for every child). By logical extension we all have a responsibility to deliver first level pastoral care and have knowledge of the correct procedures and practices to follow in relation to these areas.

In Eastwood we teach pupils first and subjects second.

5. RESOURCES

The Headteacher has responsibility for allocation of resources and chairs the DSM consultative committee which has a remit to monitor the allocation and any virement of funds within the school budget. He also has responsibility for negotiating a share of resources allocated to pupil support in consultation with the DHT Pupil Support. The HT also has a responsibility to secure appropriate funding for pupil support from the Cluster budget.

Principal Teachers have responsibility for spending on the curriculum to support learning and teaching within their sphere of responsibility. The main source of funding for the learning and teaching is the classroom supplies budget.

Personal and Social Education is allocated its budget for classroom supplies based on, a formula related to the number of pupils studying the subject, the type of course eg.ASDAN, and bids for new initiatives which are related to school and / or improvement plans.

Occasional "windfall" funding becomes available to further support the development of Pupil Support e.g. Local Authority initiatives or pilot schemes, Scottish Government additional spending or partnership with local businesses. This funding is managed and allocated by the SLT.

6. MONITORING AND REVIEW PROCEDURES

As previously mentioned Pupil Support is reviewed on an ongoing basis as part of an annual cycle at departmental and SLT level and as part of the whole school Quality Assurance calendar.

In the endeavour to achieve consistency and continuity in support within the cluster aspects of Support are also the subject of review by cluster working groups working towards implementation of cluster plan targets. In addition the role of East Renfrewshire Reviews continue to be an essential and integral support for the school and cluster in this process.

As well as formal review as indicated above it is the responsibility of Principal Teachers to review regularly the work of the support, in partnership with the DHT Support, to ensure that standards continue to improve.

Pupils, staff , parents and partner agencies are regularly asked to comment on aspects of the delivery of pupil support through questionnaires, focus groups and as part of the school's and Local Authority's Thematic Review. These are analysed and changes made in the light of the findings

7. Development Plan

Please see separate document updated on an annual basis

8. Associated Policies

There are a number of other policies that further exemplify the pupil support entitlement and should be read in conjunction with this policy.

Namely:

- Support for Learning Policy
- Behaviour Support Policy
- Pupil Support Base Policy
- Child Protection Policy
- Anti Bullying Policy
- Promoting Racial Equality Policy
- Citizenship Policy
- Personal and Social Education Policy
- Enterprise in Education Policy
- Careers Education Policy
- Looked After and Looked After and Accommodated Children Policy