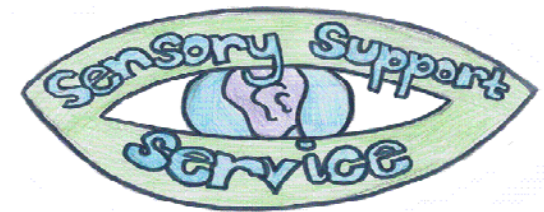


**ISOBEL MAIR SCHOOL AND FAMILY CENTRE
INCLUSION SUPPORT SERVICE
&
SENSORY SUPPORT SERVICE**



IMPROVEMENT PLAN 2014 - 2015

VISION, VALUES AND AIMS

Isobel Mair School and Family Centre are located within a new specially designed building providing access to high quality learning environment and resources. Together they cater for young people aged 0-18 years of age. The needs of children attending our school and Family Centre are wide ranging and children, parents and staff are supported by a multi-disciplinary team of professionals.

The Family Centre also meets the needs of children, from the local catchment area, who are in their ante and pre-school years. Children attending the Family Centre either live in the direct catchment area of the Family Centre, or have been given a priority placement at the centre because an additional support need or vulnerability has been identified.

In addition to the main campus, there is provision for a Post 16 class within Woodfarm High School.

East Renfrewshire Council's Sensory Support Service (SSS) is also located within the school. This service supports children and young people, with a sensory impairment, attending ERC schools, to ensure that they fulfil their potential through the intervention of specialist VI / HI teachers working in partnership with children and young people, their families and schools.

Through its Inclusion Support Service, Isobel Mair School also offers support in the development of life skills to identified children in ERC's mainstream secondary schools.

The school and Family Centre are part of the Eastwood Cluster which includes Crookfur Primary School, Neilston Primary School, Uplawmoor Primary School, Mearns Primary School and Eastwood High School.

The school is a vibrant learning community with teachers, support staff and Health Board staff working together to meet the very special educational needs of our pupils.

We aim to enable each child to develop to the highest level of which he / she is capable, within a safe, secure and welcoming environment. We provide an holistic approach to ensure effective implementation of Curriculum for Excellence. We strive to develop self confidence and the skills required for effective social interaction with others in the wider community, both now and in future placements. We establish curricular links with other schools which promote all aspects of social inclusion.

Through their learning, our pupils will increasingly become:

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

In our bid for continuous improvement, changes and challenges lie ahead for the staff, parents and pupils of Isobel Mair School and Family Centre and the purpose of this Improvement Plan is to state some of these challenges and to identify ways of meeting them effectively.

Priorities within the development plan are matched to Quality Indicators in How Good is Our School 3 (HGIOS 3) and Child at the Centre 2. They are also in line with East Renfrewshire Council Education Department's Local Improvement Plan 2014- 2017.

Methods of Gathering Evidence:

- ❑ Senior Management and all staff scrutinise achievement / attainment results within the target setting process.
- ❑ Results of SQA / ASDAN moderation.
- ❑ SMT regularly review Forward Plans and pupils' progress.
- ❑ Regular classroom visits by SMT.
- ❑ Minutes of Quality Team / Departmental meetings.
- ❑ Discussion by staff at staff meetings and on Inset Days.
- ❑ Formal and informal discussions with Speech and Language Therapists and Physiotherapists.
- ❑ Discussions with Educational Psychologists.
- ❑ Discussions with link QIO and QIO Early Years
- ❑ Formal discussions with parents through Annual Reviews and Parent Council Meetings.
- ❑ 'Open Door' policy for parents and staff.

The audit process is a crucial element of the improvement planning process and central to effective school management. As part of the review and evaluation of school performance, the following processes were used at the beginning of the Improvement Planning Cycle 2014 – 2015.

- ❑ Self evaluation audit by Interagency Liaison Team. May 2014
- ❑ Staff responses to an audit of questionnaires. March 2014
- ❑ Parent responses to questionnaire 'How well are we doing?' March 2014
- ❑ Pupil responses to questionnaire. May 2014
- ❑ Formal and informal visits by, and discussions with, the school's and Family Centre's link Quality Improvement Officer.
- ❑ Evaluation of Inclusion Support Service at IMS. March 2014
- ❑ Evaluation of Sensory Support Service – Parents, pupils and mainstream teachers. March 2014
- ❑ Joint Inspection by HMIE and Care Inspectorate – June 2014

- **SUMMARY SCHOOL IMPROVEMENT PLAN 2014/15 (Pages 6 - 11)**
- **SUMMARY FAMILY CENTRE IMPROVEMENT PLAN 2014/15 (Pages 12-20)**
- **INCLUSION SUPPORT SERVICE IMPROVEMENT PLAN 2014/15 (Page 21 - 22)**
- **SUMMARY SENSORY SUPPORT SERVICE IMPROVEMENT PLAN 2014/15 (Page 23 - 25)**

The Way Forward

To enable the participation of all staff within Isobel Mair School to be involved in the Improvement Planning process, a system of Quality Teams has been set up.

Essentially the Quality Teams will function under the direction of the SMT who will offer advice and support. The SMT also have the responsibility of monitoring and evaluating the work of the teams and to co-ordinate and oversee the improvement planning process within Isobel Mair School.

Key functions of the Quality Teams are as follows:

- to reflect on the targets within the improvement plan
- to discuss and decide how these issues will be overtaken
- to ensure that all curricular developments are linked to Curriculum for Excellence.
- to co-opt team members, as appropriate
- to organise meetings to enable developments to be overtaken
- to work to timescales
- to report to the Steering Group on progress

The 2014 – 2015 School Improvement Plan will be taken forward by the following Quality Teams during agreed collegiate time and any additional time can be counted towards the 35 hour additional CPD time for teachers:

- ICT Quality Team
- Our Grounds for Learning / ECO Quality Team – OGL
- Health and Wellbeing Quality Team - HWB
- Rights Respecting School – RRS
- Science

Priorities for Improvement Planning within the Family Centre will be taken forward by working groups, as appropriate.

Sensory Support Service priorities will be taken forward by HI / VI staff as appropriate and Inclusion Support Service priorities will be addressed by PT Secondary.

Priorities for Isobel Mair School

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Safe (protected from abuse, neglect or harm)	<ul style="list-style-type: none"> <input type="checkbox"/> Maintaining the high percentage of learners reporting they feel safe and cared for in school. <input type="checkbox"/> Maintaining the high percentage of staff agreeing that they are aware of the school's procedures for protecting children. 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to develop positive relationships through restorative and nurturing approaches. <input type="checkbox"/> Continue to develop a zero tolerance to bullying and discriminatory behaviour. <input type="checkbox"/> Continue to ensure that staff implement Education Department guidance on Child Protection. 	Ongoing	SMT All staff
Healthy (experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices)	<input type="checkbox"/> A positive culture in health and wellbeing continues to permeate the school	<input type="checkbox"/> Continue to develop partnership working to improve further our approaches to health and wellbeing,	Ongoing	HWB co-ordinators
	<input type="checkbox"/> An improvement in the percentage of children, young people and staff reporting that pupils are encouraged to make healthy food choices.	<input type="checkbox"/> Develop partnership working to ensure the successful implementation of <i>Better Eating, Better Learning</i> .	September 2014 – May 2015	HWB Quality Team
Achieving (receiving support and guidance in their learning – boosting their skills, confidence and self esteem)	<input type="checkbox"/> A curriculum which enables all children and young people to be successful, confident, responsible and effective in school, their work and their community.	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to develop the Curriculum for Excellence action plan, with a particular focus on curriculum design of a broad general education and the senior phase. The senior phase to include the introduction of a Modern Language. <input type="checkbox"/> Continue to foster skills development through high quality interdisciplinary learning opportunities. <input type="checkbox"/> Continue to develop National Qualifications across a range of subject areas to ensure that young people experience personalisation and choice in their learning. 	September 2014 – May 2015	HT / DHT / PTs All staff DHT / PT Secondary

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Achieving cont'd		<ul style="list-style-type: none"> ❑ Continue to establish in every day practice a clear understanding of assessment, moderation and quality assurance in relation to both the broad general education and the senior phase. ❑ Continue to build on previous work in the implementation of the Science curriculum at school and cluster level. ❑ Continue to support staff to extend their knowledge and skills in the use of ICT to support learning and teaching, including the continued use of GLOW. 	<p>September 2014 – May 2015</p> <p>September 2014 – May 2015</p> <p>September 2014 – May 2015</p>	<p>All staff supported by Assessment and Moderation Facilitators</p> <p>Science Champion</p> <p>ICT Quality Team</p>
	<ul style="list-style-type: none"> ❑ Increased opportunities to enable pupils to celebrate personal achievements. 	<ul style="list-style-type: none"> ❑ Continue to develop systems for the recording, reporting and celebration of the personal achievements of all children. ❑ Continue to work with partners to accredit young people's achievements through a broad range of activities, including the <i>50 Things to do before you leave Isobel Mair School</i> booklet, and national award schemes, including the John Muir Award scheme. ❑ Introduce systems for parents and carers to support achievement of pupils by contributing to their learning through <i>50 Things to do before you leave Isobel Mair School</i> booklet 	<p>September 2014 – May 2015</p>	<p>All staff</p> <p>Grounds for Learning / ECO Quality Team DHT / PT Secondary</p> <p>Grounds for Learning / ECO Quality Team</p>

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Achieving cont'd		<ul style="list-style-type: none"> ❑ Support staff and pupils to develop further and continually improve pupils' ability to articulate their learning and skills development through e-profiling and profiles. ❑ Share best practice in raising attainment through additional Music Therapy paid for from lowest 20% money. 	<p>September 2014 – May 2015</p> <p>September – December 2014</p>	<p>ICT Quality Team</p> <p>Music Therapist / HT</p>
Nurtured (having a nurturing and stimulating place to live and grow)	<ul style="list-style-type: none"> ❑ Continuation of a culture based on Getting it Right for Every Child and use of well-being indicators to drive improvement across the school and partner agencies. 	<ul style="list-style-type: none"> ❑ Continue to work with partners to introduce the role of Named Person, the Child's Plan and to embed the principles of Getting it Right for Every Child (GIRFEC) in all classrooms. 	September 2014 – May 2015	SMT
	<ul style="list-style-type: none"> ❑ Children and young people with ASD will be better supported in the school, at home and in the community. 	<ul style="list-style-type: none"> ❑ Continue to build a capacity for all staff to develop a better understanding of ASD. ❑ Work with partners, including Educational Psychologists, in introducing an ASD Parents' Support Group. 	<p>September 2014 – May 2015</p> <p>September 2014 – May 2015</p>	<p>ASD Co-ordinator assisted by staff as appropriate.</p> <p>SMT Independent consultant ASD Co-ordinator assisted by staff as appropriate</p>
	<ul style="list-style-type: none"> ❑ Children and young people with complex needs will be better supported in the school, at home and in the community 	<ul style="list-style-type: none"> ❑ Work with partners including Physiotherapist, OT and Moving and Handling co-ordinator to ensure that seating plans are in place for all ambulant children, as appropriate. 	September 2014 – May 2015	DHT Primary Moving and Handling Co-ordinator and Loch Ness staff.

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Active (having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future)	<input type="checkbox"/> Increased partnership arrangements which ensure that children and young people are supported to undertake sporting activities in school, and in the community.	<input type="checkbox"/> Continue to work in partnership with Active Schools' Co-ordinators and parents to promote out of school sporting activities. <input type="checkbox"/> Ensure that opportunities to participate in a Dreams Come True experience are given to a number of senior pupils. This may be at Lochgoilhead or at Castle Semple or other appropriate venue.	September 2014 – May 2015	ASC DHT primary Alan Holmes DHT secondary QIO Staff as appropriate
	<input type="checkbox"/> Learners' experiences support them to develop their talents to their fullest potential.	<input type="checkbox"/> Continue to develop partnership working with the Instrumental Music Service in the recently introduced music tuition for a number of pupils.	September 2014 – May 2015	DHT secondary Instrumental Music Service staff Martyn Hay
Respected (to be given a voice and involved in the decisions that affect their wellbeing)	<input type="checkbox"/> Learners' experiences support them in developing an understanding of the importance of treating others fairly and with respect.	<input type="checkbox"/> Continue to work towards Rights Respecting Schools accreditation. (RRSA) <input type="checkbox"/> Build links with at least one other ASN school undertaking RRSA to see how they have overcome the challenges we anticipate in fulfilling all the standards with pupils of very diverse abilities.	September 2014 – May 2015	RRS Quality Team
	<input type="checkbox"/> Learners' experiences support them in developing an understanding of the importance of equality and fairness.	<input type="checkbox"/> Through collaboration across the cluster, provide opportunities for children and young people to continue to develop their understanding of equality and fairness/through well planned experiences.	September 2014 – May 2015	DHT primary Equality Co-ordinator
Responsible (taking an active role within their schools and communities)	<input type="checkbox"/> Learners' experiences support them to develop knowledge, understanding and the skills for life and active participation in global multicultural society and Scotland's place in it.	<input type="checkbox"/> Continue to build on current work to enable the school to apply for accreditation of ECO Schools Green Flag status.	September 2014 – May 2015	Grounds for Learning / ECO Quality Team
	<input type="checkbox"/> Continuation of a culture of self-valuation and continuous improvement across the school.	<input type="checkbox"/> Continue to improve through self-evaluation including implementing ERC's revised policy on quality improvement reflecting new national guidance.	September 2014 – May 2015	SMT

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Responsible cont'd	Continuation of a culture of self-valuation and continuous improvement across the school	<input type="checkbox"/> Continue to develop ways of providing pupils, parents, staff and partners with opportunities to be involved in decision making and to participate in policy development and planning for improvement.	September 2014 – May 2015	SMT
	<input type="checkbox"/> Resources which lead to improvements for learners and service users.	<input type="checkbox"/> Ensure that resources are appropriate and strategically deployed to meet needs and to improve learners' experiences and skills development. <input type="checkbox"/> Continue to identify efficiency savings and to plan ahead for anticipated budget restrictions in future years.	September 2014 – May 2015	SMT Finance Committee HT Senior Admin Officer Office Manager
	<input type="checkbox"/> Resources which lead to improvements for learners and service users.	<input type="checkbox"/> Introduce GTC's professional update to maintain and improve the quality of teachers as outlined in the Professional Standards and to enhance the impact that our teachers have on pupils' learning.	September 2014 – May 2015	CLPL Co-ordinator All teachers
	<input type="checkbox"/> A skilled and confident workforce.	<input type="checkbox"/> Encourage staff to undertake CLPL to ensure a skilled and confident staff to meet the emerging developments in the curriculum including Science champions and moderation facilitators. <input type="checkbox"/> With support from a successful bid from the NHS Learning and Development Fund, staff will continue to develop skills to better support communication in the school at all levels and the learning of children who use communication aids.	September 2014 – May 2015	CLPL Co-ordinator SMT

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Responsible cont'd	<ul style="list-style-type: none"> ❑ A skilled and confident workforce. 	<ul style="list-style-type: none"> ❑ Encourage staff to participate in the school's 'Through the keyhole' programme.' ❑ Encourage teaching staff to undertake additional qualifications relating to ASN. ❑ Encourage support staff to undertake aspects of ERC's CLPL programme including national vocational qualifications. ❑ Encourage staff to undertake training in leadership including FRH and Leadership programme. 	September 2014 – May 2015	CLPL Co-ordinator AAC Quality Team
Included (getting help and guidance to overcome social, educational, physical and economic inequalities: accepted as full members of the communities in which they live and learn)	<ul style="list-style-type: none"> ❑ An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities. 	<ul style="list-style-type: none"> ❑ Continue working with partners to implement the integrated Children and Young People's Services Plan with a particular focus on Getting it Right for Every Child (GIRFEC) 	September 2014 – May 2015	SMT
	<ul style="list-style-type: none"> ❑ Continuation of partnership working with cluster schools and other mainstream schools to give children and young people opportunities to learn alongside mainstream pupils as appropriate. 	<ul style="list-style-type: none"> ❑ Continue to develop opportunities for children and young people to be included, as appropriate, in learning experiences alongside mainstream pupils e.g. Community Unity 	September 2014 – May 2015	DHT primary PT Early Years Other staff as appropriate
	<ul style="list-style-type: none"> ❑ To further develop Inclusion Opportunities across the school for all children, but with a particular focus on those pupils with Complex Learning Needs. 	<ul style="list-style-type: none"> ❑ Continue to develop opportunities for children and young people in Loch Ness and Loch Awe to be included, as appropriate, in learning experiences alongside peers from Loch Lomond 	September 2014 – May 2015	All staff
	<ul style="list-style-type: none"> ❑ A number of senior pupils will successfully transition from Isobel Mair School and / or Yell at Williamwood High School to the new post-16 class based in Woodfarm High School. 	<ul style="list-style-type: none"> ❑ Work in partnership with Woodfarm staff and Facilities Management to ensure a smooth transition for young people transitioning to new accommodation in Woodfarm High School. 	From August 2014	DHT Secondary Staff in Class Yell

Priorities for Isobel Mair Family Centre

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Safe (protected from abuse, neglect or harm)	<ul style="list-style-type: none"> ❑ Maintaining the high percentage of parents reporting their children feel safe and cared for in our Family Centre. 	<ul style="list-style-type: none"> ❑ Continue to develop positive relationships through restorative and nurturing approaches. ❑ Continue to develop a zero tolerance to bullying and discriminatory behaviour. 	September 2014 – May 2015	All staff
	<ul style="list-style-type: none"> ❑ Maintaining the high percentage of staff agreeing that they are aware of the school's procedures for protecting children. 	<ul style="list-style-type: none"> ❑ Continue to ensure that staff implement Education Department guidance on Child Protection. 	September 2014 – May 2015	DHoC All staff
	<ul style="list-style-type: none"> ❑ The current snack arrangements will meet guidance standards in line with infection control and better support social skills and independence. 	<ul style="list-style-type: none"> ❑ Family Centre staff and QIO Early Years will review arrangements for children consuming food in line with Infection Control Guidance. New arrangements will take account of supporting social skills and independence of children. 	July 2014	DHoC QIO Early Years
Healthy (experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices)	<ul style="list-style-type: none"> ❑ A positive culture in health and wellbeing continues to permeate the Family Centre. 	<ul style="list-style-type: none"> ❑ Continue to develop partnership working to improve further our approaches to health and wellbeing. 	September 2014 – May 2015	DHoC
	<ul style="list-style-type: none"> ❑ An improvement in the percentage of young children reaching all of the expected developmental outcomes at 27 – 30 month assessment and on entry to primary school. 	<ul style="list-style-type: none"> ❑ Use information from 27 – 30 month assessment to inform learning experiences for children as they begin nursery. 	September 2014 – May 2015	All staff
		<ul style="list-style-type: none"> ❑ Use information from developmental milestones assessment on entry to primary school to identify strengths and areas where nursery staff can be supported to improve their practices. 	September 2014 – May 2015	Teacher DHoC
		<ul style="list-style-type: none"> ❑ Children to be challenged to develop increasingly controlled skills in physical activities e.g. with climbing and ball skills 	September 2014 – May 2015	Zoe McNeill, CDO

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Achieving (receiving support and guidance in their learning – boosting their skills, confidence and self esteem)	An ethos of high expectations and achievement across all playrooms.	<input type="checkbox"/> Continue to offer challenge and support to staff to achieve consistently high standards in everything they do.	September 2014 – May 2015	Teacher DHoC PT Early Years HT
	<input type="checkbox"/> An improvement in the readiness of children to start learning.	<input type="checkbox"/> Support children’s learning through ERC’s Literacy Strategy and Numeracy and Mathematics Action Plan.	September 2014 – May 2015	Teacher
		<input type="checkbox"/> Ensure cohesion across all aspects of the curriculum and ensure that children are fully involved in planning.	September 2014 – May 2015	Teacher
		<input type="checkbox"/> Further develop the use of mind maps with children at the beginning of topics to chart what they already know and what they would like to learn.	September 2014 – May 2015	Teacher
		<input type="checkbox"/> Refine planning process to ensure the focus is on learning, not activities.	September 2014 – May 2015	Teacher
		<input type="checkbox"/> To further develop the questioning techniques of staff which will encourage children to think more about next steps for learning.	September 2014 – May 2015	Teacher DHoC PT Early Years HT SLT
		<input type="checkbox"/> Continue to develop profiles so that they tell the story of children’s learning and development and to continue to improve children’s ability to articulate their learning and skills development.	September 2014 – May 2015	Teacher
		<input type="checkbox"/> Children to have more ownership of their learning portfolios and enjoy sharing them with others. They should be encouraged more to be involved in self / peer assessment activities.	September 2014 – May 2015	Teacher QIO Early Years

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Achieving cont'd	□ An improvement in the readiness of children to start learning. Cont'd	□ Continue to celebrate and build upon children's wider achievements outwith the nursery and include these in children's profiles and around the nursery.	September 2014 – May 2015	Laura Darroch
		□ Continue to give children opportunities to write in a wider variety of contexts both indoors and outside.	September 2014 – May 2015	All staff led by teacher in collaboration with HT, DHoC and PT Early Years
		□ Ensure children are given more regular access to simple mathematical equipment in play contexts for example scales, calculators, clocks, and measuring equipment to improve their skills further.	September 2014 – May 2015	All staff led by teacher in collaboration with HT, DHoC and PT Early Years
		□ Children to be given opportunities to develop their role play skills in play contexts. This will also support the development of literacy and numeracy skills.	September 2014 – May 2015	Zoe McNeill, CDO
		□ Review balance between child led and adult led experiences.	September 2014 – May 2015	Teacher DHoC
		□ Continue to establish in every day practice a clear understanding of assessment, moderation and quality assurance across all playrooms.	September 2014 – May 2015	All staff led by teacher in collaboration with HT, DHoC and PT Early Years supported by Assessment and Moderation Facilitators as appropriate

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Achieving cont'd	<input type="checkbox"/> An improvement in the readiness of children to start learning.	Continue to develop more problem solving and enquiry opportunities, both indoors and outdoors, within the planned curriculum to further enhance the skills and thinking processes of children.	September 2014 – May 2015	All staff led by teacher in collaboration with HT, DHoC and PT Early Years
		Continue to support staff to extend their knowledge and skills in the use of ICT to support learning and teaching, including the use of GLOW.	September 2014 – May 2015	Pauline McAnally, CDO
		Continue to build on existing strategies to ensure that the Hanen Approach permeates all aspects of the Family Centre and impacts on staff knowledge and skills to support children in the development of language, social and literacy skills. To organise a Curriculum Evening to share Hanen strategies with parents.	September 2014 – May 2015 23 October 2014	All staff led by DHoC in collaboration with teacher and CDOs
	<input type="checkbox"/> A curriculum which enables all children to be successful, confident, responsible and effective in their nursery and community. <input type="checkbox"/> Increased opportunities to enable children to celebrate personal achievements.	<input type="checkbox"/> To further develop outdoor learning through the use of <i>10 Things to do before you leave Isobel Mair Family Centre</i> booklet and to introduce the Forest Schools initiative. Introduce accreditation of young people's achievements through a broad range of activities, including the <i>10 Things to do before you leave Isobel Mair Family Centre</i> booklet. <input type="checkbox"/> Introduce systems for parents and carers to support achievement of children by contributing to their learning through <i>10 Things to do before you leave Isobel Mair Family Centre</i> booklet. <input type="checkbox"/> Continue to develop systems for the recording, reporting and celebration of the personal achievements, outwith school, of all children.	September 2014 – May 2015	Isla Erskine, CDO

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Nurtured (having a nurturing and stimulating place to live and grow)	<ul style="list-style-type: none"> ❑ Higher levels of parental achievement engagement in their children's learning and in the life of the Family Centre 	<ul style="list-style-type: none"> ❑ Continue to encourage parents to become involved in the life of the Family Centre by offering a wider range of opportunities for involvement. 	September 2014 – May 2015	DHoC – DQ & JT
Nurtured cont'd (having a nurturing and stimulating place to live and grow)	<ul style="list-style-type: none"> ❑ Enhanced experiences for under 3s 	<ul style="list-style-type: none"> ❑ Implementation of advice given by Pre Birth to 3 steering group and the work of the Early Years' Collaborative. 	September 2014 – May 2015	DHOC - JT
Nurtured cont'd (having a nurturing and stimulating place to live and grow)	<ul style="list-style-type: none"> ❑ Continue to work towards Silver <i>Family Friendly</i> accreditation 	<ul style="list-style-type: none"> ❑ Work with partners to implement ERC's Parenting Strategy. ❑ Work with partners to implement new national legislation (Children and Young People Act.) 	September 2014 – May 2015	Teacher
Nurtured cont'd (having a nurturing and stimulating place to live and grow)	<ul style="list-style-type: none"> ❑ An increase in the percentage of families completing Family Learning 	<ul style="list-style-type: none"> ❑ Develop focused workshops for parents of young children and promote the benefits of working together. 	September 2014 – May 2015	DHoC Ashley Gibson, PSA
Nurtured cont'd (having a nurturing and stimulating place to live and grow)	<ul style="list-style-type: none"> ❑ Continuation of a culture based on Getting it Right for Every Child and use of wellbeing indicators to drive improvement across FC and partner agencies 	<ul style="list-style-type: none"> ❑ Continue to work with partners to introduce the role of Named Person, the Child's Plan and to embed the principles of Getting it Right for Every Child (GIRFEC) in all playrooms. 	September 2014 – May 2015	DHoC - JT
Nurtured cont'd (having a nurturing and stimulating place to live and grow)	<ul style="list-style-type: none"> ❑ Children and young people with ASN will be better supported in the Centre 	<ul style="list-style-type: none"> ❑ Work with partners, including Isobel Mair School staff and Educational Psychologists to build a capacity for all staff to develop a better understanding of ASN. 	September 2014 – May 2015	DHoC - JT

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Active (having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future)	<ul style="list-style-type: none"> ❑ Children’s experiences support them to develop their personalities and talents to their fullest potential. 	<ul style="list-style-type: none"> ❑ Encourage parents and children to become involved in ERC’s planned Parent and Child visual art class designed for the 3-5 age group. 	September 2014 – May 2015	DHoC - DQ
	<ul style="list-style-type: none"> ❑ An increase in participation in cultural and sporting activities. 	<ul style="list-style-type: none"> ❑ Continue to increase the use of Bookbug, and provide opportunities for pre-school children to participate in the arts. ❑ Encourage children and their families to use ERC’s sports, arts and library services for children under 5 years of age. 	September 2014 – May 2015	DHoC - DQ
Respected (to be given a voice and involved in the decisions that affect their wellbeing)	<ul style="list-style-type: none"> ❑ Children’s experiences support them in developing an understanding of the importance of treating others fairly and with respect. 	<ul style="list-style-type: none"> ❑ Children will take part in Rights Respecting Schools along with pupils from Isobel Mair School and in doing so will reflect on what more can be done to promote children’s rights within the Family Centre. 	September 2014 – May 2015	Teacher
	<ul style="list-style-type: none"> ❑ Learners’ experiences support them in developing an understanding of the importance of equality and fairness. 	<ul style="list-style-type: none"> ❑ Continue to develop an understanding of equality and fairness. 	September 2014 – May 2015	Teacher
	<ul style="list-style-type: none"> ❑ An increase in the number of parents reporting that they are actively involved in setting priorities for the centre. 	<ul style="list-style-type: none"> ❑ Continue to encourage parents to become involved in the life of the Family Centre. 	September 2014 – May 2015	DHoC
Responsible (taking an active role within their schools and communities)	<ul style="list-style-type: none"> ❑ Learners’ experiences support them to develop knowledge, understanding and the skills for life and active participation in global multicultural society and Scotland’s place in it. 	<ul style="list-style-type: none"> ❑ Continue to build on opportunities for children to have responsibilities, be independent and make choices. ❑ Continue to build on current work to enable the centre, in partnership with the school, to apply for accreditation of ECO Schools Green Flag status. ❑ Continue to ensure that Enterprise permeates aspects of the Curriculum. 	September 2014 – May 2015	DHoC – DQ Hannah Dewhurst, CDO

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Responsible (taking an active role within their schools and communities) cont'd	<input type="checkbox"/> Continuation of a culture of self-valuation and continuous improvement across the Centre.	<input type="checkbox"/> Continue to improve through self-evaluation including implementing ERC's revised policy on quality improvement reflecting new national guidance. <input type="checkbox"/> Continue to develop ways of providing parents, staff and partners with opportunities to be involved in decision making and to participate in policy development and planning for improvement.	September 2014 – May 2015	HT DHoC
	<input type="checkbox"/> Resources which lead to improvements for children and service users.	<input type="checkbox"/> Ensure that resources are appropriate and strategically deployed to meet needs and to improve children's experiences and skills development. <input type="checkbox"/> Continued identification of efficiency savings and to plan ahead for anticipated budget restrictions in future years. <input type="checkbox"/>	September 2014 – May 2015	HT DHoC Teacher
	<input type="checkbox"/> Resources which lead to improvements for learners and service users.	<input type="checkbox"/> Introduce GTC's professional update to maintain and improve the quality of teachers as outlined in the Professional Standards and to enhance the impact that our teacher has on pupils' learning.	From September	CLPL Co-ordinator Teacher
	<input type="checkbox"/> A skilled and confident workforce.	<input type="checkbox"/> Encourage staff to undertake CLPL to ensure a skilled and confident staff to meet the emerging developments in the curriculum. <input type="checkbox"/> Further develop distributive leadership through encouraging staff to take forward specific aspects of the improvement plan	From September 2014	HT DHoC Teacher CDOs PSAs Wrap staff

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Responsible cont'd (taking an active role within their schools and communities) cont'd	<input type="checkbox"/> A skilled and confident workforce.	<input type="checkbox"/> Continue to embed assessment and moderation approaches in order to ensure consistency in the professional judgement of staff. <input type="checkbox"/> Continue to develop PLPs through collaborative working across Cluster and in line with ERC guidance. <input type="checkbox"/> With support from a successful bid from the NHS Learning and Development Fund, staff will continue to develop skills to better support the learning of children who use communication aids. <input type="checkbox"/> Encourage support staff to undertake aspects of ERC's CLPL programme including national vocational qualifications. <input type="checkbox"/> Encourage all staff to participate in the Sharing Good Practice programme by visiting classes in Isobel Mair School and / or visits to other pre-school establishments within ERC	From September 2014	HT DHoC Teacher CDOs PSAs
		<input type="checkbox"/> Review the centre's Management Team remits to ensure that staff skills are optimised.	September 2014	HT

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Included (getting help and guidance to overcome social, educational, physical and economic inequalities: accepted as full members of the communities in which they live and learn)	<input type="checkbox"/> An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.	<input type="checkbox"/> Work with partners and participate in the Early Years Collaborative.	From September 2014	DHoC
		<input type="checkbox"/> Continue to support staff to deliver Book Bug in the home.	From September 2014	DHoC
		<input type="checkbox"/> Continue working with partners to implement the integrated Children and Young People's Services Plan with a particular focus on Getting it Right for Every Child (GIRFEC)	From September 2014	HT DHoC
		<input type="checkbox"/> Further improve collaborative working with the Bilingual Support worker.	From September 2014	DHoC
	<input type="checkbox"/> Continue to build on existing partnerships to ensure that all children experience a smooth transition from nursery into primary schools.	<input type="checkbox"/> Continue to build on existing partnerships with Crookfur and St Cadoc's primaries and Isobel Mair School to ensure all children experience a smooth transition into school.	From September 2014	Teacher

Priorities for Inclusion Support Service

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Safe (protected from abuse, neglect or harm)	Learners with ASN in mainstream placements are informed how to keep themselves safe.	Learners /SFL departments are offered consultation and materials on keeping safe (sexual health) and Internet safety as issues arise.	Ongoing from Sept 2014	US in response to need.
Healthy (experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices)	Learners are informed about healthy eating and are able to make healthy choices. Learners have improved mental health. Learners are aware of importance of maintaining physical health through diet and exercise.	Weekly lunch challenge at Corrie House Nurturing atmosphere at Corrie House. Ongoing dialogue with SFL PTs regarding learners' mental emotions/behaviour. Delivery of Wellbeing Award to Learners	Ongoing from Sept 2014	US US/PTs SFL
Achieving (receiving support and guidance in their learning – boosting their skills, confidence and self esteem)	Learners will achieve National Awards As appropriate: Personal Achievement (N2), Wellbeing Award (N3), Life Skills Maths (Optional units N2). It is hoped that learners will achieve John Muir Award in Spring term during exam leave period.	Delivery of Awards. Collaboration with Mainstream schools re Life Skills Maths (for some identified learners). Collaboration with St Luke's to set up Exam leave project. Investigate possible certification routes for work@ISS learners.	Ongoing from Sept 2014 Jan 2015 on Ongoing from Sept 2014	US in response to need. US/GB US/PTs SFL
Nurtured (having a nurturing and stimulating place to live and grow)	Corrie House is a nurturing environment for pupils with ASN who are placed in mainstream secondary schools.	Expand role to help support learners in school e.g input into review meetings, SHANARRI targets on STINTS, class visits and troubleshooting .	Ongoing from Sept 2014	US/PTs SFL
Active (having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future)	Learners will have access to a range of different challenging and engaging activities not readily available in their mainstream experience	Delivery of active learning, problem solving and resilience building activities. Opportunities for outdoor sports /use of equipment. John Muir activities. Enterprise activities . Social time and trips.	Ongoing from Sept 2014	US US/GB

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Respected (to be given a voice and involved in the decisions that affect their wellbeing)	Corrie House has a Rights Respecting ethos.	All decisions at Corrie House are taken democratically by group. Feedback from PT ISS to PT SFL of any concerns/opinions/aspirations mentioned by learners.	Ongoing from Sept 2014	US/PTs SFL
Responsible (taking an active role within their schools and communities)	Learners become more responsible as a result of coming to Corrie House.	Learners are given various challenges and practical tasks to encourage their autonomy and sense of responsibility. Learners are given responsibility for running events for IMS pupils .	Ongoing from Sept 2014	US
Included (getting help and guidance to overcome social, educational, physical and economic inequalities: accepted as full members of the communities in which they live and learn)	Learners are/feel more included. CLPL programme seeks to help staff support learners to be included in mainstream classes/placements/lessons.	Corrie House provides a peer group for learners; Some learners find Corrie House gives them a social life and events to talk about with mainstream peers; “graduates” of Corrie House are supported to undertake volunteering or work experience in Isobel Mair School. Sessions for : NQT, PSA, general teaching staff in 2014-15.	Ongoing from Sept 2014 1 st cohort Oct –Dec Review and schedule further dates.	US US/PT US/HT/QIO

Priorities for Sensory Support Service

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Safe (protected from abuse, neglect or harm)	<ul style="list-style-type: none"> □ Maintaining the high percentage of parents reporting their children feel safe and cared for in our schools. 	<ul style="list-style-type: none"> □ Continue to develop positive relationships through restorative and nurturing approaches. □ Continue to develop a zero tolerance to bullying and discriminatory behaviour. 	September 2014 – May 2015	All SSS staff
Healthy (experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices)	<ul style="list-style-type: none"> □ Continue to support children and young people develop their mental, emotional and social wellbeing. 	<ul style="list-style-type: none"> □ Continue to discuss aspects of visual and / or hearing impairment and how children and young people can be independent and overcome barriers. 	September 2014 – May 2015	All SSS staff
Achieving (receiving support and guidance in their learning – boosting their skills, confidence and self esteem)	<ul style="list-style-type: none"> □ A curriculum which enables all children and young people to be successful, confident, responsible and effective in school, their work and their community. 	<ul style="list-style-type: none"> □ Continue to adapt the curriculum for HI / VI children and young people in response to their individual needs. □ Use HI / VI Self-evaluation kits as appropriate to ensure that learning is maximised for all children and young people. 	September 2014 – May 2015	All SSS staff Educational Psychologist
Nurtured (having a nurturing and stimulating place to live and grow)	<ul style="list-style-type: none"> □ A multi-agency approach will continue to meet the needs of children and young people with HI / VI. 	<ul style="list-style-type: none"> □ SSS teachers will continue to work in collaboration with others such as the educational audiologist, consultant ophthalmologist, Speech and language therapist and voluntary organisations. They will continue to attend regular STINT reviews, contribute effectively to support plans and monitor progress. 	September 2014 – May 2015	All SSS staff

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
Active (having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future)	<ul style="list-style-type: none"> ❑ Children and young people with HI / VI will be encouraged to participate in appropriate and relevant activities within their mainstream setting and alongside their peers. They will also be encouraged to join in activities with other hearing or visually impaired pupils through contact with voluntary organisations. 	<ul style="list-style-type: none"> ❑ SSS staff will continue to facilitate this by distributing info as appropriate through Twitter. 	September 2014 – May 2015	All SSS staff
Respected (to be given a voice and involved in the decisions that affect their wellbeing)	<ul style="list-style-type: none"> ❑ Children and young people with HI / VI will continue be given opportunities to discuss with SSS of ways to improve the service and / or their school experience. 	<ul style="list-style-type: none"> ❑ SSS to engage children and young people is discussions about ongoing improvement. ❑ SSS to support children and young people in producing a 'Getting it Right for Me' document to help subject teachers understand the optimum learning environment and appropriate approaches to maximise their learning. 	Sept 2014 – May 2015	All SSS staff
Responsible (taking an active role within their schools and communities)	<ul style="list-style-type: none"> ❑ CLPL programme to support mainstream staff support learners to be included in mainstream classes / placements/ lessons. 	<ul style="list-style-type: none"> ❑ Continue to support staff to extend their knowledge and skills in the use of ICT to support learning and teaching, including the continued use of GLOW. 	Sept 2014 – May 2015	Louise Rowan School staff as appropriate
		<ul style="list-style-type: none"> ❑ Produce a short training DVD showcasing the work of SSS 	By end December 2014	All SSS staff School staff as appropriate
	<ul style="list-style-type: none"> ❑ A skilled and confident workforce. 	<ul style="list-style-type: none"> ❑ Staff are qualified teachers of VI / HI or are working towards completion of the qualification. 	Sept 2014 – May 2015	Louise Rowan
		<ul style="list-style-type: none"> ❑ Staff access appropriate high quality inset through attendance at courses and / or meetings and through sharing good practice visits. 	Sept 2014 – May 2015	All SSS staff

Wellbeing Indicator	Expected outcome / impact (what we will measure and report on)	Activities (what we will do to bring about improvement)	Timescale	Responsibility
<p>Included (getting help and guidance to overcome social, educational, physical and economic inequalities: accepted as full members of the communities in which they live and learn)</p>	<ul style="list-style-type: none"> □ Children and young people with HI / VI will develop friendship with others with similar needs to themselves. 	<ul style="list-style-type: none"> □ The SSS will continue to run termly Friendship Club and will also explore opportunities with partner agencies about increasing these opportunities. 	<p>Sept 2014 – May 2015</p>	<p>All SSS staff Active School's co-ordinator</p>

Our Vision Statement

***Getting it Right for Every Child,
all of the time,
in everything we do and say.***