

# Isobel Mair Improvement Plan

## 2017/2018



***Everyone Achieving, Everyone Attaining through Excellent Experiences***



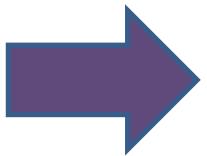
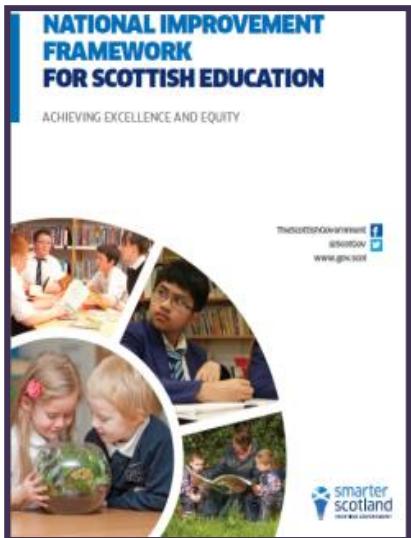
## Our Vision

To meet the unique academic, physical, social, and emotional needs of our children and young people to ensure that they achieve their full potential through excellent experiences

## Values

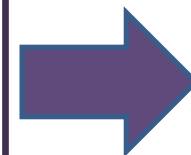
Our vision at Isobel Mair is supported by a set of values which we strive to fulfil out every day our values drive our aims.

We Value	We Aim To
<b>Achievement and Attainment</b>	Enable each child to develop to the highest level of which he / she is capable, within a safe, secure and welcoming environment
<b>Communication</b>	Enable and encourage our young people to express or exchange information by process of using words, sounds, signs and or Augmentative Alternative Communication in a supportive total communication environment
<b>Creativity</b>	Encourage creativity and imagination consequently there may be additional opportunities for improvement that we have not necessarily planned for in advance. We see this type of improvement as an opportunity to be responsive to pupils' needs and to ensure that we are sector leading
<b>Improve</b>	Plan for improvement by continuous self-evaluation, reporting on Standards and Quality Undertake a rigorous self-evaluation using HGIOS4
<b>Transition</b>	Develop self-confidence and the skills required for effective social interaction with others in the wider community, both now and in future placements. Establish curricular links with other schools which promote all aspects of social inclusion.
<b>Diversity &amp; Inclusion</b>	It means respect for and appreciation of differences in ethnicity, gender, age, national origin, disability, sexual orientation, education, and religion. Inclusion is a state of being valued, respected and supported. It's about focusing on the needs of every individual and ensuring the right conditions are in place for each person to achieve his or her full potential.
<b>Wellbeing</b>	To tailor the support and help that children, young people and their parents are offered to support their wellbeing. Wellbeing sits at the heart of the GIRFEC approach.
<b>Social Justice</b>	Embrace the local and global educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations.

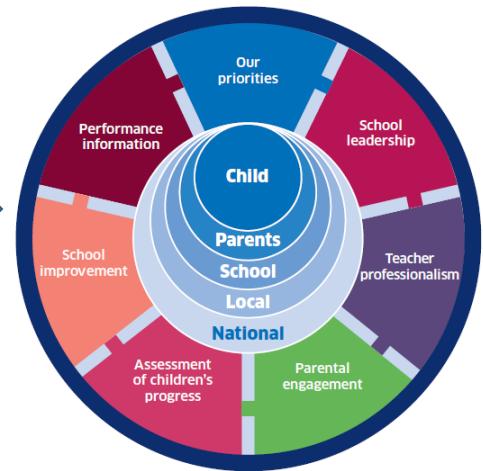


### Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing;
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.



### Drivers



**The children and young people of Isobel Mair words that they felt described their school; the words are shown below and also displayed on the wall at the pupils' entrance.**

A word cloud collage featuring positive adjectives and the words "Awesome", "Happy", and "Fun" in large, bold letters. The words are arranged in a non-linear, overlapping fashion. The colors of the words vary, including shades of purple, blue, and grey. The words include: Awesome, Caring, Sensory, Loud, Helping, Exciting, Fantastic, Welcoming, Kind, busy, Dramatic, happy, Good, Inclusive, working, Learning, hard-working, Enjoyable, Respectful, Diligent, exciting, outstanding, Outstanding, Funny, Bletherers, Surprising, Delightful, Special, Hard, musical, Spirited, clever, Lazy, Fabulous, Sporty, Friendly, Miracle, and Happy.

### 3 Year Improvement Priorities

School Improvement Priorities for 2017 - 2020		
2017-18	2018-19	2019-20
1 Improve attainment and achievement and through a range of teaching and learning quality teams (delivering excellence and equity in Scottish education)		
2 In Partnership with Physiological Services the school will build capacity through a range of different approaches including VIG / Mellow ability / professional dialogue and intensive interaction (responsive communication)		
3 Make new and strengthen existing partnership to improve outcomes for leavers (DYW)		
4 Improve and extend the range of moving images used to support learning experiences		
5 To make improvements in achievement and attainment through an Inclusive Communication Environment supporting the needs of young people in school and to support local community in their increased understanding		
6 To be sector leading in the creative use of digital technology to support all aspects of teaching and learning (Enhancing Learning through the use of digital technology)		
7 Develop activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing using the pupil equity fund (National Improvement Framework)		
8 To raise attainment and close the attainment gap through the proven strategy of engaging with families		
9 Through the Eastwood cluster improvement plan staff from across the school and family centre will contribute and support the cluster improvement priorities		
10 Make improvements in the Family Centre to ensure high quality experiences for all children , supporting positive child development and helping children to develop their physical, cognitive and social skills, including their ability to self – regulate (Blue print for 2020)		
11 Improve the Extended school day service to extend the learning opportunities for children and young people who attend the service		
12 The Sensory Support Service will continue to make improvements to build capacity in schools across East Renfrewshire to improve the learning experience for children and young people with a VI / HI. The Home Visiting Teacher will continue to make improvements and support children and families with greatest need across East Renfrewshire		

<b>Priority:</b> Improve attainment and achievement and through a range of teaching and learning quality teams (delivering excellence and equity in Scottish education)	
<b>NIF PRIORITY:</b> Improvement in attainment, particularly in literacy and numeracy;	<b>QIs:</b> 1.2, 1.5, 2.2, 2.3, 2.4, 3.2
<b>NIF DRIVERS:</b> School Leadership, Assessment of pupil's progress, performance information	<b>LIP:</b> A curriculum which enables all children to be successful, confident, responsible and effective in school and community

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Staff across the school will by leading aspects of the improvement plan and as a result have ownership, recognition and more opportunities to undertake distributed leadership</p> <p>Staff are confident in discussing how they have improved their practice as a result of their professional learning activities</p> <p>Assessment information will better inform tracking of progress and highlight areas for development</p>	<p>IMS and FC have a range of effective systems and structures to facilitate regular collegiate working time agreement</p> <p>Introduce an overarching Teaching and Learning Quality Team which will oversee the development and targets of specific teams.</p> <p>Learning and Teaching QT</p> <ul style="list-style-type: none"> <li>➢ Pedagogies</li> <li>➢ Complex Needs (<i>Loch Ness</i>)</li> <li>➢ Achievement and Attainment (<i>BGE / Senior Phase / Assessment and Moderation</i>)</li> <li>➢ ASD</li> </ul> <p>Develop a bespoke range of assessment tools to meet the needs of our learners</p>	<p>All staff</p> <p>HT membership of the ASN benchmark team lead by Education Scotland</p>	<p>August 2017/June 2018</p>	<p>Collegiate Time</p> <p>Academic Resources</p> <p>Course Fees</p> <p>New reading materials (Project x)</p> <p>Time out of class to observe colleagues (lesson study or learning round)</p> <p>Sensory story materials</p> <p>CLPL twilights</p>	<p>Quality Team self- evaluations</p> <p>PRD</p> <p>Monitoring and evaluation of new materials</p>

<b>Priority:</b> In Partnership with Physiological Services the school will build capacity through a range of different approaches including Video Interaction Guidance (VIG) / Mellow ability / professional dialogue and intensive interaction (responsive communication)	
<b>NIF PRIORITY:</b> Improvement in children and young people's health and wellbeing	<b>QIs:</b> 1.3, 2.4, 2.5, 2.7, 3.1
<b>NIF DRIVERS:</b> School Leadership, Performance Information, School improvement, Teachers Professionalism	<b>LIP:</b> Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their fullest potential An increase in the percentage of families completing family learning activities reporting they are more able to support their child's learning

<b>Impact &amp; Outcomes</b>	<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring and Evaluation</b>
<p>Building Capacity across a range of different approaches will improve learners experiences</p> <p>Building Capacity for parents through Mellow Ability</p> <p>Mellow Parenting designs programmes to address gaps in current service provision which help to address social and health inequalities.</p>	<p>Attend educator meeting at the start of the term to share information about the partnership</p> <p>Confirm dates during collegiate time for</p> <ul style="list-style-type: none"> <li>• professional dialogue</li> <li>• Mellow Ability</li> <li>• VIG</li> <li>• Intensive Interaction</li> </ul>	<p>All Staff EP Nick Smiley and Vicky Flores Parents  DHoC (Joanne Todd)</p>	<p>September 2017  September 2017- June 2018</p>	<p>Collegiate time  EP time  Media recording equipment</p>	<p>Staff feedback  Self-Evaluation  Pupil Feedback  Parental Feedback and evaluation</p>

<b>Priority:</b> Make new and strengthen existing partnership to improve outcomes for leavers (DYW)	
<b>NIF PRIORITY:</b> Improvement in employability skills and sustained, positive school leaver destinations for all young people.	<b>QIs:</b> 1.2, 1.5, 2.2, 2.3, 3.2,3.3
<b>NIF DRIVERS:</b> School Leadership, Performance Information, Out priorities	<b>LIP:</b> An increase in the number of pupils, school leavers with well-developed employability skills

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>By extending and strengthening existing and new partnerships young people leaving Isobel Mair School will have greater opportunities to continue their learning</p> <p>Capacity building from SDS for school staff to support the schools improvement priorities</p> <p>Through Developing the Young Workforce employers will be able to engage with local young people, allowing insight into their industry and the opportunity to develop and source their future workforce</p>	<p>DHT US will meet with representatives from FE colleges to ensure that our pupils are known well in advance of school leaving age</p> <p>Plan college link courses with FE colleges to provide a greater range of placements for our young people</p> <p>The school will work with the vocational coordinator with ERC to identify greater opportunities for our young people</p> <p>School staff will identify the areas that require support to build capacity</p>	<p>DHT &amp; PT Secondary Sarah-May Philo</p> <p>FE lecturers</p> <p>Jillian Davies / Linda Clinton</p> <p>SDS Link / Aileen Wilson</p> <p>DYW West</p>	<p>August 2017 -</p>	<p>SDS FE colleges HSCP Developing a Young Workforce Eastwood Cluster Vocational Programme</p> <p>Scottish Learning Festival Seminar</p> <p>Skills Development Scotland partnership agreement</p> <p>The Career Education Standard (3-18) Learning Resource</p> <p>Developing the Young Workforce (DYW) is a seven-year programme (2014-2021) that aims to better prepare children and young people aged 3-18 for the world of work.</p> <p>This programme builds on the foundations already in place through Curriculum for Excellence.</p>	<p>Positive sustained Post School destinations</p> <p>Transition review plans</p>

<b>Priority:</b> Improve and extend the range of moving images used to support learning experiences	
<b>NIF PRIORITY:</b> Closing the attainment gap between the most and least disadvantaged children;	<b>QIs:</b> 1.2, 1.5, 2.2, 2.3, 2.7, 3.2, 3.3
<b>NIF DRIVERS:</b> School Leadership, Teacher Professionalism, our priorities	<b>LIP:</b> Higher levels of parental engagement in their children's learning and in the life of the school A skilled and confident worked force

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Pupils will have greater ownership of materials used to support teaching and learning</p> <p>Pupils will develop new digital learning skills</p> <p>Staff will become more skilled in developing digital resources</p> <p>Parents will have the opportunity to share these learning experiences through showcase and ERC You Tube</p>	<p>Use of pupils interests and motivators to create a range of moving images</p> <p>Partnership with Scottish Film</p> <p>Moving Images education CLPL will be delivered to ensure that staff are equipped with the skills required to develop resources</p>	<p>Hazel McKinnon Sue Laurie Lynn O'Brien</p> <p>Eastwood Cluster David Hunter @ScotFilmEd @IntoFilm_Scot</p>	<p>Aug 2017 –June 2017</p>	<p>CLPL Hardware and Software to support the production (New iMac)</p> <p>ERC you tube</p>	<p>Cluster Evaluation Movie Showcase</p> <p>Parental questionnaire</p> <p>Staff and pupil evaluations</p>

<b>Priority:</b> To make improvements in achievement and attainment through an Inclusive Communication Environment (ICE) supporting the needs of young people in school at home and the local community in their increased understanding of supporting and communication with children and young people	
<b>NIF PRIORITY:</b> Improvement in attainment, particularly in literacy and numeracy;	<b>QIs:</b> 1.2, 1.3, 1.5, 2.2, 2.7, 3.1, 3.2
<b>NIF DRIVERS:</b> School Leadership, assessment of children's progress, school improvement, parental engagement	<b>LIP:</b> An improvement in the readiness of children to start learning An ethos of high expectations and achievements in every school and service

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
Children and young people are supported to develop their communication skills  Improvement in attainment and achievement particularly in literacy  School Improvement Partnership will build capacity empowering staff with best practices and the opportunity to learn from experienced practitioners.	The AAC quality team will set specific targets, clpl and partnerships to lead the priority of developing and implementing an Inclusive communication environment  In partnership with a comparative school work together to develop  The HT will continue to work in partnership with colleagues from across Scotland to develop benchmarks to meet the needs of learners with more complex needs.	AAC quality team and Champions PECS –JS, KM Makaton –SB, JS AAC LO'B, KK PODD CM, KK  Speech and Language Therapy  Young people, families and the local community  SIPP (Langlands special school – Glasgow)  HT working with group across Scotland led by ES	On-going –Three year plan – year 2	CLPL  Collegiate time  Replacement teacher time  AAC resources Low Tech / High Tech  PEF funding  New Benchmarks (Education Scotland)	Quality Team evaluations  Pupil, parents and staff surveys  SIP self-evaluation

Priority: To be sector leading in the creative use of digital technology to support all aspects of teaching and learning (Enhancing Learning through the use of digital technology)	
<b>NIF PRIORITY: Closing the attainment gap between the most and least disadvantaged children</b>	<b>QIs:</b> 1.2,1.5,2.3,2.4,3.1,3.2
<b>NIF DRIVERS:</b> School Leadership, performance information, teacher professionalism and parental engagement	<b>LIP:</b> An improvement in the attainment of the lowest performing 20%, resources which lead to improvements for learners

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
Improvement in access to digital technology for all learners	INSET day 1 – All staff Office 365 CLPL	ICT coordinator Hazel McKinnon	Year 2 ( 3 year plan )	Enhancing learning and teaching using digital technology – Scottish Government resource	CLPL Inset evaluations
Improvement in the digital skills of our children and young people	Staff will use their new skills to build capacity in our young people's skills	Support from ERC (QIO) Senior Leadership Team All staff		ICT coordinator Support from ERC (QIO) GLOW	PRDs Attainment of children
Staff are more confident in the use of digital technology to enhance teaching and learning including the the use of <b>office 365</b> tools	ICT Coordinator (Lynn O'Brien / Hazel McKinnon) will prepare a action plan in response to the Government strategy			Hardware / Software CLPL	Digital Schools Award evaluation
Attainment of the Digital Schools Award	Self-Evaluation and moderation by the digital schools representative  This year we will provide more opportunities for digital technology to enhance and extend learning experiences for our pupils and to foster independent learning within and beyond the school through the use of <b>office 365</b> and other hardware/software available			PEF Funding Barclays Digital Eagles Animation Specialists (through into film)	

<b>Priority:</b> Develop activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing using the pupil equity fund (National Improvement Fund)	
<b>NIF PRIORITY:</b> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children;	<b>QIs:</b> 1.5,2.3,2.4,3.1,3.2
<b>NIF DRIVERS:</b> School Leadership, Assessment of pupil's progress, performance information	<b>LIP:</b> An improvement in the attainment of the lowest performing 20%, resources which lead to improvements for learners

<b>Impact &amp; Outcomes</b>	<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring and Evaluation</b>
Improved Reading, Writing, Talking and Listening attainment through the years of the BGE  An improvement in the national standardised testing scores and the baseline assessments developmental milestones	<p>Consideration given to the PEF applications from Staff across the school</p> <p>A quality will lead the continued strategic and operational planning and activities in Sustainability</p> <p>Eco Schools</p> <p>Rights Respecting's Schools</p> <p>Active School will work with DHT (NC) and AH to plan sporting opportunities and the attainment of the special school sports Scotland award</p> <p>Repeat the Healthy Lives @ Isobel Mair family workshops</p> <p>Implement the literacy and English Strategy (ERC)</p> <ul style="list-style-type: none"> <li>• Learning Pathways (curricular maps)</li> <li>• Reading challenge following on from reading challenge)</li> <li>• CLPL for staff - Phonological awareness</li> <li>• Implement ELCC Tracking tool</li> </ul>	<p>2 x Teachers</p> <p>Early Years Teacher (P1 pedagogy)</p> <p>Health and Wellbeing Coordinator</p> <p>Active Schools Co-ordinator</p> <p>Schools Sports Leader (AH)</p> <p>DHT with responsibility (AH)</p>	August 2017 -	<p>2 additional have been recruited</p> <p>PLAYFUL PEDAGOGY-early years CLPL (RR)</p> <p>Time realise to attend CLPL</p> <p>GLOW</p> <p>Literacy and English Strategy</p> <p>Costs associated with Healthy Lives @ IMS</p>	<p>Evaluation of impact using the assessment document</p> <p>Scottish National Standardised Assessments</p> <p>Baseline Assessment</p> <p>Developmental Milestones</p> <p>Summulative Reports</p>

<b>Priority: To raise attainment and close the attainment gap through the proven strategy of engaging with families</b>	
<b>NIF PRIORITY:</b> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children's health and wellbeing	<b>QIs:</b> 1.1,1.5,2.5,2.7,3.1
<b>NIF DRIVERS:</b> School Leadership, Assessment of pupil's progress, performance information	<b>LIP:</b> Higher levels of parental engagement in their children's learning and in the life of the school

<b>Impact &amp; Outcomes</b>	<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring and Evaluation</b>
Attainment is increased through parental engagement  Closing the attainment gap providing equity to all children and young people	Encourage parents to become involved in different aspects of school improvement  Develop the online forms to encourage parents to become more involved with school improvement  Use of technology at parents evening to capture the views of parents and families	PT with responsibility for leading parental engagement		<a href="http://www.gov.scot/Resource/0045/00457329.pdf">http://www.gov.scot/Resource/0045/00457329.pdf</a>  Did you know....?  Family engagement in school has a bigger influence on a pupil's achievement than socio-economic background, parents education level, family structure and ethnicity...	Self-evaluation  Parental evaluation Pupil information

<b>Priority:</b> Through the Eastwood cluster improvement plan staff from across the school and family centre will contribute and support the cluster improvement priorities	
<b>NIF PRIORITY:</b> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children;	<b>QIs:</b> 1.2, 1.5, 2.2, 2.3, 3.2
<b>NIF DRIVERS:</b> School Leadership, Assessment of pupil's progress, performance information	<b>LIP:</b> A culture of self- evaluation and continuous improvement in all schools and services

<b>Impact &amp; Outcomes</b>	<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring and Evaluation</b>
<p>Senior leaders provide strong leadership that promotes and sustains our aspirational vision</p> <p>All staff show commitment to the shared educational values of the cluster</p> <p>Our targeted resources are used to promote each individuals potential to attain and achieve (equity)</p>	<p>Identify group members to each of the cluster sub groups</p> <p>IMS head teacher will chair the cluster management group for session 2017/2018</p> <p>Senior leaders across the cluster will provide support and opportunities for educators to work collaboratively across the cluster</p>	<p>Maths Champion JS Literacy an English SW/SM/ Science HM. JS DYW / SMP  HT  Cluster Heads Representatives from across the cluster</p>	<p>2017/ 2018(see cluster plan)</p>	<p>Cluster Budget  Time to attend meetings  CLPL resources</p>	<p>Cluster minutes  Cluster evaluations  CLPL / INSET evaluations  Assessment of pupils progress</p>

<b>Priority:</b> Make improvements in the Family Centre to ensure high quality experiences for all children's, supporting positive child development and helping children to develop their physical, cognitive and social skills, including their ability to self – regulate (Blue print for 2020)	
<b>NIF PRIORITY:</b> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing	<b>QIs:</b> 1.2, 1.5, 2.2, 2.3, 3.2
<b>NIF DRIVERS:</b> School Leadership, Assessment of pupil's progress, performance information	<b>LIP:</b> An improvement in the % of young people reaching all the expected developmental milestones, An increase in centres putting nurturing approaches into practice

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Create a digital record of achievements and skills for staff across the family centre</p> <p>Outdoor learning has proven to have a positive effective on child development</p> <p>By increasing the range of nurturing approaches families are better supported to build their own capacity</p> <p>An improvement in the readiness of children to start learning</p> <p>An improvement in the % of young people reaching all the expected developmental milestones,</p>	<p>Link the SSSC open badges accreditation framework to the PRD process</p> <p>Each child has access to a suitable range of resources and experiences both inside and outdoors to promote awareness of their natural environment</p> <p>POPP sessions Mellow Parenting</p>	<p>All Staff in the Family Centre</p> <p>DHoC</p> <p>DQ JT</p> <p>Cluster CDO (Literacy)</p>	<p>Aug 2017- June 2019</p>	<p>Cluster CDO</p> <p>CLPL</p> <p>INSET</p> <p>Care Inspectorate Hub</p>	<p>Using the SSSC open badge framework and evaluation criteria for evidence</p> <ul style="list-style-type: none"> <li>• Link to your assessment and evidence.</li> <li>• Recognise both your formal and informal learning.</li> <li>• Give tangible value to the reflection you put into learning from different sources.</li> </ul>

<b>Priority:</b> Improve the Extended school day service to extend the learning opportunities for children and young people who attend the service	
<b>NIF PRIORITY:</b> Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing	<b>QIs:</b> 1.1,1.5,2.1,2.4,2.6,3.1
<b>NIF DRIVERS:</b> Parental Engagement, Our Priorities	<b>LIP:</b> An increase in schools putting nurturing approaches into practice A culture of Getting it Right for every child,

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Create a digital record of achievements and skills for staff across the family centre</p> <ul style="list-style-type: none"> <li>• Link to your assessment and evidence.</li> <li>• Recognise both your formal and informal learning.</li> <li>• Give tangible value to the reflection you put into learning from different sources.</li> </ul> <p>Through the introduction of individualised targets young people will have extended opportunities to the experiences and develop their personalities, talents, mental, spiritual and physical abilities to their full potential</p>	<p>Link the SSSC open badges accreditation framework to the PRD process</p> <p>CLPL staff</p> <p>In partnership with parents and young people set individualised targets for young people attending the extended school day service</p>	<p>CDOs Instructors PSAs supporting the ESD Head Teacher and Senior Leadership Team</p>	Aug 2017 -2019	<p>SSSC framework Care Inspectorate</p>	<p>Using the SSSC open badge framework and evaluation criteria for evidence</p> <p>Care Inspectorate report</p> <p>Parental and pupil evaluations</p>

<p><b>Priority:</b> The Sensory Support Service will continue to make improvements to build capacity in schools across East Renfrewshire to improve the learning experience for children and young people with a VI / HI.</p> <p>The Home Visiting Teacher will continue to make improvements and support children and families with greatest need across East Renfrewshire</p>	
<b>NIF PRIORITY:</b> Improvement in children and young people's health and wellbeing Improvement in attainment, particularly in literacy and numeracy	<b>QIs:</b> 1.2, 1.5, 2.2, 2.3, 3.1, 3.2
<b>NIF DRIVERS:</b> Assessment of pupil's progress, performance information	<b>LIP:</b> Resources which lead to improvements for learners

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Children and young people with a visual impairment and or hearing impairment are support by specialist teachers to ensure that they maximising their opportunities for achievement and attainment</p> <p>Through the support of the Home Visiting Teacher children and families are better supported in the home environment to transition to learning centres and schools.</p> <p>Families build capacity to better support children (international research has shown this role of Visiting Teacher is both a key in providing the support for improved Educator practices, and a link between the training, professional development and successful learning outcomes for children.</p>	<p>The SSS team will support the 2 new members of the team through sharing good practice, shadowing and support from the educational audiologist , educations psychologists, QIO and head teacher</p> <p>The HVT will liaise with EPs HT and members of the PRG to ensure that the caseload is effectively managed</p> <p>Signposting and / or direct support from the HVT Including support from sleep Scotland trained specialists where appropriate</p>	<p>SSS teachers WA EP HT QIO</p> <p>HVT Teacher PRG</p> <p>HVT / Sleep Scotland</p>	<p>Aug 2017-June 2018</p>	<p>CLPL Time Collegiate agreement</p>	<p>Parent and young people evaluation Staff self-evaluation Monitoring reports Getting it tight for me strategies</p>