

Woodfarm High School

Pupil Entitlement to Personal Support Policy



Policy Date December 2019

Review Date June 2020

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Policy Statement

Children and Young People's entitlement to personal support

Our vision for Woodfarm High School is shaped through our joint working with East Renfrewshire Council and the Scottish Government. This partnership creates an inclusive school community which has high expectations of all and places the learner at the centre of everything we do. Our policy and practices are built on our shared belief in the potential of all young people and our commitment to help each of them achieve that potential.

We are committed to meeting the needs of all of our learners. This includes identifying the needs of, and providing support and challenge to, any young people who may have additional support needs arising from, for example, the learning environment, family circumstances, disability or health needs or social and emotional factors. In all of our work, we recognise that support needs may be temporary or longer term.

The Scottish Government's Getting It Right for Every Child recognises that all learners have an entitlement to high quality personal support which includes:

- responding to young people and their families during crisis and times of anxiety
- review of learning and planning of next steps
- access to learning activities for all young people which will meet their needs
- planning of opportunities for personal achievement
- access to a range of resources beyond universal support
- preparing for changes and choices and support through transitions and times of change
- support to move into a positive and sustained destination



All members of our school community have a responsibility to work in partnership to provide this personal support and meet our learners' needs, however, the team delivering this core entitlement is the Support Strategy Team:

Depute Head Teacher (Head of Pupil Support)
Four Principal Teachers of Pupil Support
A Principal Teacher of Learning Support
A Support Teacher (Support for Learning)
A Teacher of Inclusion
A Social Justice Manager
A Bilingual Support Worker

Our policy is guided by the framework for personal pupil support based on the GIRFEC principles to ensure a holistic approach to supporting the needs of all learners.

For most learners their entitlement to effective support is delivered universally by all staff within the classroom and across the school community. For some pupils, targeted support may be required. The continuum of support is designed to ensure coordination, consistency and transparency in support resource allocation. It clarifies roles and responsibilities, prioritises monitoring and tracking and ensures effective planning for transitions.

Following the principles of GIRFEC, all members of our school community have a responsibility to work in partnership to provide this personal support and meet our learners' needs.

Background and legislation

GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s) to work in partnership with the services that can help them.

The aim of the [Children and Young People \(Scotland\) Act 2014](#) is to make Scotland the best place to grow up by putting children and young people at the heart of planning and delivery of services and ensuring their rights are respected across the public sector.

The [Children and Young People \(Information Sharing\) \(Scotland\) Bill](#) aims to bring a clear and consistent way to share information for the named person service and child's plan. Its objective is to give families, practitioners and the wider public greater confidence that information sharing must comply with other laws including human rights, data protection and confidentiality.



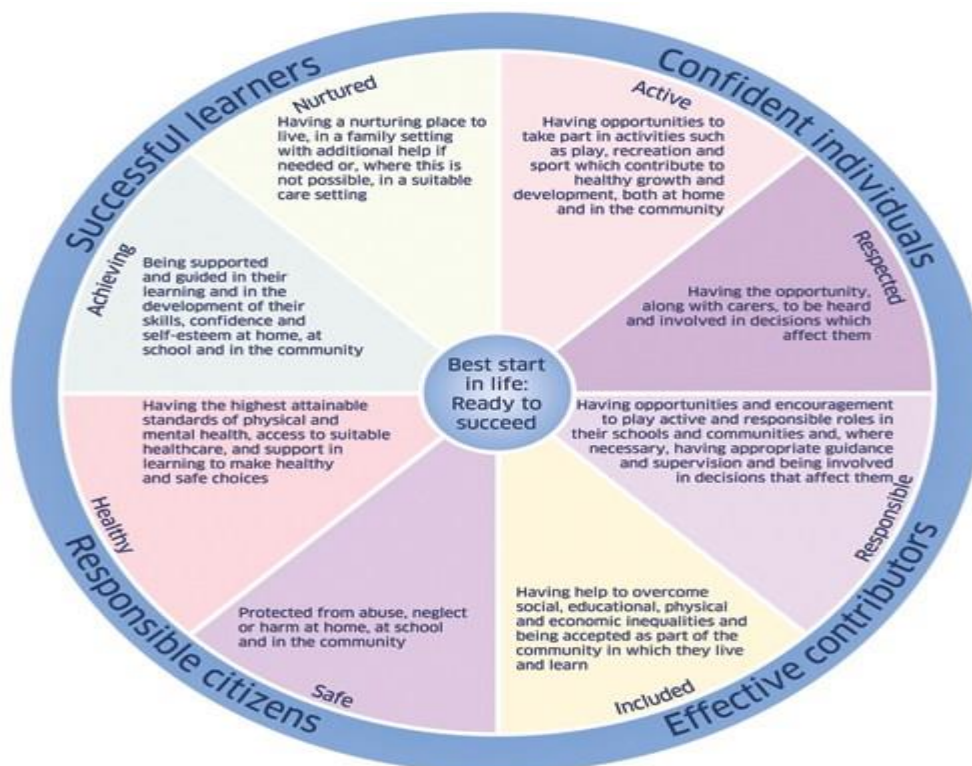
Aims of this policy

The policy aims to:

- Outline our approaches to provide personal support for young people
- Provide information on how we challenge ourselves to get it right for every child by ensuring young people are safe, healthy, achieving, nurtured, active, respected and included
- Evidence the availability of a range of support measure for young people universally (in class) and on a targeted basis (in school, at home or in the community)
- Explain our approaches to supporting vulnerable children including: care experienced young people (formerly looked after), young people who have plans to support their learning and children and young people who are carers
- Highlight the opportunities for young people to thrive in an environment which helps develop positive mental thoughts, self-esteem, confidence, awareness of self, recognising skillset and developing skills and ultimately encourage empowerment and responsibility for self
- Outlines the access to support for learning arrangements, personal, social and health education and opportunities to succeed through personalised programmes
- Shows how we monitor, assess and use data rich evidence to support and advise young people from our detailed databases
- Clearly indicates how we engage parents and carers in the decisions about support that are agreed with young people
- Respond to keeping young people safe: through child protection procedures, inclusive approaches and challenge our response to new and developing legislation
- Support young people's attainment profile and wellbeing
- Support young people towards a positive destinations through access to information, advice and guidance
- Ensure inter-disciplinary working by staff with partnership agencies to access resources to support young people

East Renfrewshire Council’s vision statement for children and young people is: Inclusion, achievement, ambition and progress for all. This vision is at the heart of our pupil personal support practice and helps shape our delivery of Getting it Right for Every Child.

A child-centred approach is embedded in our practice and we work with young people using the principles of GIRFEC.



The principles of GIRFEC are very often referred to as SHANARRI – the principles of meeting young people’s needs: Safe, Healthy, Achieving, Nurturing, Active, Responsible, Respected and Included.

Additional information regarding the support of young people in Woodfarm High School

How we achieve our vision of delivering personal support to young people:

- **Through personal support for all young people**
Every pupil has a named person (Pupil Support Teacher) who will be responsible for providing the entitlement of support throughout the school experience. We will ensure that siblings have the same named person. There will be regular meetings and discussion between the Pastoral Teacher and young person and self-referral will be encouraged
- **By challenging ourselves to get it right for every child**
The Pupil Support Teacher will consider positive pathways during discussions with young people and their families. In addition, the Shanarri principles form the basis of classroom practice and will be considered through lesson planning. We continually offer support to young people at times of transition, the P7 to S1 transition for example



- By delivering support measure for young people universally (in class) and on a targeted basis (in school, at home or in the community)**

Very often, support will be available through class learning and the Pupil Support Team will advise class teachers about pupil information and approaches required. More targeted support will be customised to meet pupils' needs: a lift pass, access to a quiet space or further long-term planning
- By recognising that care experienced young people (formerly looked after), carers, and young people may need further support in their learning and experiences in and out of school**

Can expect a detailed plan to be in place that outlines personal care and support entitlement to ensure life-long planning. This plan will be reviewed regularly and shared with parents and carers. In addition, we will deliver quality support which is discussed and planned through our Joint Support Team
- By providing opportunities for young people to thrive in an environment which helps personal development**

The school is constantly organised to ensure that we have an ethos where all young people are valued and respected, ultimately fulfilling their potential which has been endorsed by the Rights Respecting School (Gold) award
- By ensuring access to support for learning arrangements for those who need it, through arrangements for personal, social and health education and through opportunities to succeed through personalised programmes**

Young people who are challenged in their learning or have an additional support need will receive support and be offered opportunities to progress skills for learning, life and work through access to specially trained staff as well as engaging with partner agencies. THE PSHE programme is interesting, fun and challenging and a number of learning opportunities are planned to broaden pupils' understanding. Personalised programmes run regularly to meet needs eg intensive literacy and numeracy sessions
- Through our systems to monitor, assess and use data rich evidence to support and advise young people from our detailed databases**

A senior member of staff collates the data we gather from learning, discussions with young people and their families to help inform decisions that are agreed with young people and helps shape discussions when we are involved in formal consultation and planning. We always ask for your consent before sharing information we store about young people or their families
- By the way we engage parents and carers in the decisions about support that are agreed with young people**

We strive to maintain a high level of communication with parents/carers at all times through: letters, phonecalls, through our digital structures – website, twitter, texts and emails and in our meetings with you, information evenings, parents' nights and other school social events
- By support young people's attainment profile and wellbeing**

Support in class is the most effective way for young people to succeed with new skills and improving attainment
- By support young people towards a positive destinations through access to information to advice and guidance**

We work closely with Skills Development Scotland and the PSHE programme has a focus on developing the young workforce

- **Ensure inter-disciplinary working by staff with partnership agencies to access resources to support young people**

At Woodfarm we engage with a range of partners to offer support for young people and continue to add additional opportunities through consultation and engagement with community partners

- **By keeping young people safe: through child protection procedures, inclusive approaches and challenge our response to new and developing legislation**

We abide by the Scottish Government and East Renfrewshire Council's advice on a nurturing approach and keeping young people at the centre of decisions made

Child Protection and Safeguarding

*'Child Protection is a term used to describe the activity that is undertaken to **protect** specific children who are suffering or likely to suffer significant harm'*

The National Guidance for CP in Scotland (2014) widened the definition (physical, emotional, sexual, neglect, non organic failure to thrive) to include FGM, child sexual exploitation, prevent / radicalisation, honour based violence, forced marriage, fabricated or induced illness.

Responding to Child Protection and Safe Guarding Concerns at Woodfarm High School

If we identify that a young person is at risk of harm we have a duty to respond and notify the relevant agencies.

- Recognise / respond / record / report
- It is not our responsibility to decide if abuse is taking place we report concerns
- Never promise confidentiality (but do promise it will not become gossip – and that you will report/pass on the information confidentially)
- Never ask how a young person feels as this may cause feelings of distress to resurface
- Never prompt with suggestions of who, what or where
- If a young person discloses something to you then record in the young person's own words
- If you recognise/notice an injury – do not ask but please respond by reporting this information on to the appropriate member of the Pupil Support Team; Mrs Strain, Ms Douch, Mr Ward, Mr Lamb, Mrs Ashworth or Mrs Wilson. The relevant Principal Teacher of Pupil Support will then inform and consult with Mr Hillis (Child Protection coordinator) & Mrs MacGlashan (HT) and appropriate action will be taken.

At all times we must ensure our safe guarding procedures continue to be robust regarding all pupils and in particular any young person in this situation. We have adopted the council's Signs of Safety approach to safe guarding.

Many questions that pupils, parents/carers ask can be answered by accessing our help sheet about support on the school web at <https://blogs.glowscotland.org.uk/er/Woodfarm/>



Primary to Secondary Transitions

Woodfarm High School is committed to ensuring that our Primary to Secondary Transition Programme fully meets the needs of all pupils and that pupils are supported at every stage throughout the transition.

Our Cluster Manager (Mr Ward) who leads the P7/S1 transition process establishes contact with classes and the P7 staff for the coming session.

In December Mr Ward, Mrs Wilson (PT Support for Learning) and Mr Phelan (Social Justice Manager) meet together with Primary staff to learn more on those pupils who require an extended transition. This information is circulated to Pastoral Support Staff.

Pastoral Support staff visit cluster primaries during April and May. Staff visit classes and establish contact with them and Pastoral Support Staff speak with P7 teachers and obtain information regarding friendship groups, family background, parental involvement, etc. Information is shared with pupils about Woodfarm and our expected standards to ensure success.

Throughout the school year we have an extensive programme of 'transition events' to which all P7 Cluster pupils are invited to attend. We are supported by faculties around the school to deliver a STEM day, Christmas Ceilidh, Modern Languages Play and a Multi Sports Event.

August S1 entrants visit Woodfarm in June to take part in our 4 day induction programme during which they are housed in their S1 class Pupils follow their S1 timetable and they are given the chance to work with and meet staff from across the school as well as their Pastoral Support Teacher.

An overview of PSHE

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The Scottish Government's [Mental Health Strategy 2017-2027](#) committed to a national review of Personal and Social Education. As a school, we have looked extensively at our programme to ensure that it meets the needs of young people in the 21st Century and is responsive to emerging issues.

PSHE sits under the curriculum area of Health and Wellbeing (HWB) as one of Curriculum for Excellence's eight curricular areas. PSHE includes: planning for choices and changes; substance misuse; relationships, sexual health and parenthood; and physical activity and health. These areas are planned through the experiences and outcomes and national benchmarks in S1-S3. There is no equivalent national guidance relating to PSHE for young people from S4 to S6, however we follow the same thematic approach and utilise a spiral curriculum that aims to build upon the skills learned, and year on year, to prepare young people for the opportunities, responsibilities and experience of life.



As the world changes, the PSHE programme is adapted to reflect new and emerging issues. Content that is relevant to pupils is selected and used as a context through which to explore the overarching concepts and to develop the essential skills and attributes as laid out in the [PSHE Benchmarks](#).

Monitoring and reviewing the policy and our procedures for personal pupil support

The way in which we support young people is reviewed regularly through team meetings – the Support Strategy Group - of those directly involved, identifying ways in which we maintain a consistent standard of pupil support. Furthermore, we have an ambitious training programme for staff involved in direct support of young people as well as training the whole staff throughout the year including: child protection procedures, raising wellbeing concerns and mental health first aid training. The Senior Management Team also regularly reviews the care and support of young people in year groups to ensure a parity of provision and that we respond to new developments of opportunities.

We do not work in isolation. The Woodfarm Cluster Management Team ensures that the transition process is annually reviewed and agreed so that all young people can expect support in a consistent manner to thrive and succeed. Parents and carers can expect regular dialogue from the named support person to ensure that decision-making is collaborative. The voice of the young person is central too and every effort is made to ensure that this is negotiated and recorded. We keep records on all of the decisions agreed with young people and their families to ensure a consistent approach of delivery. Partnership agencies can offer many opportunities to coordinate access to a range of resources or facilities and we have many positive programmes in place as well as excellent working relationships to secure the best resources for your young people.

The Support Strategy Team has an annual improvement plan which is regularly reviewed.

The Council also takes an active role in ensuring our approaches are secure and offer young people the best support through thematic reviews and other information requests.

The Learning Centre

The Learning Centre is a multi-purpose hub, equipped with computers, which is used primarily to accommodate young people with targeted support - depending on their needs - in a learning environment which is both positive and calm. It effectively supports each pupil in meeting their needs. Within this context, provision is tailored individually to each child.

The centre is manned by teachers and PSAs, and senior tutors occasionally work one-to-one with a pupil. In addition, the Learning Centre is also supported by the PT SfL and the Learning Support teacher. A copy of the weekly arrangements is made available to indicate when staff are required to supervise, and staff involved receive a full pack of detailed instructions and guidelines.

A paper register – pre-populated with names – is taken in accordance with the instructions for completing the register and returned to the school office at the beginning of each period taken. A pupil may be sent to the office with the register for this purpose. There is no requirement for staff manning the Learning Centre to look after any pupils other than those who are named on the paper



registers. Pupil referral comes through the Pastoral Support teacher and completion appropriate paperwork - a copy of which is sent to the office to update registers and PT Support for Learning.

Pupils have a learning plan which indicates work to be completed and resources to be used. This plan is drawn up in advance following pupil/pastoral teacher conversation and the work is monitored by Pastoral Staff. Pupils are responsible for collecting their work from their class teachers. Staff supervising ensure that all pupils are on track and a feedback form is available for any comments/or to provide feedback on their learning plan.

Intensive Literacy/Numeracy classes also take place within the Learning Centre and rooms are used for pastoral interviews. Sensory Support and Outreach teachers often meet pupils in the Learning Centre, and ASD groups meet weekly with the Outreach teacher.

Additionally, the Learning Centre is used extensively during the SQA and Prelim exam diets. Pupils timetabled to the Learning Centre during this time are re-located to another room in the school, with both staff and pupils informed on a week by week basis during this time.

Support For Learning

Pupil Support Assistants (PSAs)

Support for Learning plays a central role in 'Getting it right for every child'. One of the main resources is our team of Pupil Support Assistants (PSAs). At the beginning of each session the additional support needs (ASN) of each individual is taken into account and PSAs are deployed accordingly. The role of the PSA within the classroom takes a number of forms - from reading, scribing, notetaking, keeping pupils on task, repeating instructions and breaking instructions/tasks down. In addition to classroom support, the PSAs are heavily involved in supporting pupils during class assessments, prelims and SQA exams (whether reading, scribing or both). The PSA team also plays a vital role within the Quality Assurance programme within the department. The team devised their own observation form and are involved in observations twice a year – once for BGE and once for the senior phase. A further involvement on evaluation processes includes PSAs reviewing the additional assessment arrangements (AAA) for pupils and pupil ASN profiles. Anything that requires action is raised with the relevant member of the Pastoral Team.

Outside Agencies

The Pastoral Team are responsible for providing targeted support, often in collaboration with some of our partner agencies - namely Sensory Support and Outreach Support. The Sensory Support teacher provides one to one support to individuals who have either a visual or hearing impairment. Following the sessions, any issues or strategies are then shared with classroom teachers to assist in supporting the ASN within the class. Similarly, Outreach Support can also provide one to one support where appropriate. This also involves group work with a girls group which takes place once a week, to assist pupils with communication skills. Girls from across year groups, along with girls transitioning from P7, attend a session facilitated by the outreach teacher. Again any advice and strategies are shared with the class teachers.

Support For Learning (SFL) Confidential Handbook

The SFL Confidential Handbook is a centrally located for staff reference, and provides a catalogue of all the ASN within the school. The handbook initially covers ASN in general terms, outlining typical characteristics and classroom strategies. However, it then extends to highlighting individual pupils, and the bespoke arrangements/strategies clearly stated for the individual - including any additional assessment arrangements (AAA). In addition, pupils who are LAC/LAAC, pupils with Co-ordinated Support Plans, pupils who are carers, and pupils who are SIMD 1-3 are also identified. Staff also use a document within the handbook to request assessment support. The handbook is regularly updated, with the Pastoral team sending any additions or amendments to our Support for Learning Teacher who is responsible for updating the handbook. Lastly, the handbook is reviewed and endorsed by the school's Senior Educational Psychologist on an annual basis.

SQA AAA

We have a robust system in place to ensure the additional assessment arrangements (AAA) for each individual are accurate, appropriate, and in line with SQA guidelines/recommendations. These are reviewed regularly. There is a central location specifically assigned to SQA Assessment Arrangements (this includes our policy), important forms for staff, and reports from our annual verification and moderation meetings. Our verification and moderation team involves a vast range of staff within the school, including DHT Support, DHT – SQA Co-ordinator, PT SFL, SFL Teacher, members of the GIRFEC committee and PSAs. Pupil AAAs are reviewed annually by our team of PSAs and any arrangements that require action or amendments are brought to the attention of the PT SFL. All arrangements are endorsed annually by all classroom teachers and the school's Educational Psychologist.



ASN Profiles

To ensure every need is being met within the classroom, and that consistency exists across the faculties, we introduced ASN profiles. An ASN profile exists for every pupil within the school who is identified as having an ASN. The profile provides information on the young person's lead professional, a summary of their strengths, information on their ASN, support strategies, and views of the young person and their carer. Additionally, a spreadsheet exists which displays the overview across the entire school - including the child's year head, their core needs, support in place, date the plan was created, the date the plan was reviewed, the lead professional, and if there is any agency involvement. The profiles are reviewed annually and, again, if any action is required, it is brought to the attention of the appropriate Lead Professional.

Dyslexia Universal Plans/GIRFM Statements

Ensuring individual needs are being met within the classroom has resulted in the introduction of universal Dyslexia plans. The pupil meets with their pastoral support teacher annually, engaging in a learner conversation, and a plan is created. The plans consists of the pupil's current academic achievements in terms of literacy and numeracy, key classroom strategies, ways the teacher can help them succeed and their additional assessment arrangement. A copy is then shared with the pupil's class teachers and a personal copy given to the pupil.

Digital Programme

The digital programme runs for one period a week for a total of 4 weeks and is targeted at S1 and S4 pupils, who currently receive a reader in class assessments. The programme includes two weeks of using Doorway Online – a website designed to improve touch typing skills - followed by two weeks of practising the use of IVONA minireader (a piece of software which converts Text-To-Speech). The programmes have proved to be successful with a number of pupils now opting to have digital assessments and SQA exams.

OPPORTUNITIES FOR ALL

IDENTIFICATION CRITERIA

Pupils are identified as OPPS4ALL by taking into account the contributory factors on the OPPS4ALL Tracking Matrix. Generally speaking, pupils would possess 2 criteria heading the matrix, which includes lowest performing 20%, FME, ASN, attendance below 90% for more than one term and local knowledge provided by PTs Pastoral Support.

REVIEW AND MONITORING

Key Review Periods:

Prior to entry in S1 as part of the P7 Transitions process.

S2 – following S2 reports and standardised tests

S3 – following report

S4 – following prelim results and report

S5/6 – following SQA results

Monitoring:

OPPS4ALL is reviewed Support Strategy Group Meetings. Year groups are reviewed on a rotating basis and OPPS4ALL matrix updated. Outcomes following review are:

- 1 Pupil remains on the current OPPS4ALL list and continues to be targeted for support and inclusion.
- 2 The pupil has moved out of the OPPS4ALL factors resulting in their inclusion on the OPPS4ALL list and is moved to the previous OPPS4ALL tab. This pupil will continue be tracked to record value added.
- 3 Pupil can be completely removed from the OPPS4ALL list of circumstances indicate there has been a major change.

Removal from the list would be agreed with PT Support.



Policy Date October 2018

Review Date August 2020

