**Mariner Support Service**

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**Standards and Quality Report**

**2018-2019**

Welcome to the 2018-2019 Standards and Quality Report for the Mariner Support Service. This is a summary report on the performance of Mariner Support Service over the last academic session in line with Falkirk Council’s commitment to providing high quality services and ensuring continuous improvement in these services. The report has contributions from staff, pupils, parents and other partners including the recent inspection advice from visiting HMIe for Education Scotland. Towards the end of the report will be relevant data to support assertions made within improvement evaluations.

The purpose of the report is:

* To report on the progress made by Mariner Support Service over the previous session, particularly in relation to the Service’s own priorities as set out in our Service Improvement Plan for 2018 - 2019
* To share achievements and celebrate success with children, young people, parents and partners.
* To identify priorities for 2019 -2020
* To report progress to our local authority, parents, and other stakeholders

Context of the Mariner Support Service:

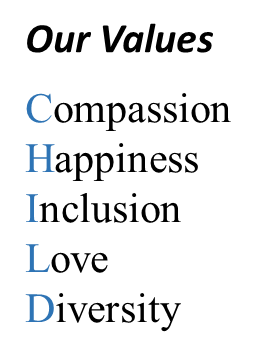
Mariner Support Service is a Falkirk Council, multi-professional secondary education provision, which provides small group education for up to 24 children, family support and community based learning for pupils of secondary age who are experiencing levels of social and emotional distress which affects their ability to access mainstream provision. Mariner Support Service is part of Falkirk Council’s Inclusion and Wellbeing Service 3-18 which supports children and young people aged 3-18 years old as well as their families.

Mariner Support Service is made up of a Headteacher, two Depute Headteachers, a Principal Teacher, Class Teachers, Support for Learning Assistants, Specialist Family Support Workers and a Community Education Worker.

In March 2019 Falkirk Council’s Education Committee agreed to change the name of Mariner Support Service and Oxgang School and Support Service to Inclusion and Wellbeing Service 3-18. At the end of this report next year’s planning will be undertaken using the new name Inclusion and Wellbeing Service 3-18 and will make reference to the distinct primary and secondary aspects.

Vision:

The service is committed to being reflective and responsive to meet the changing needs of the children and young people in Falkirk Council. Our aim is to become a centre of excellence, working with all our partners to plan for and achieve positive outcomes for all of our children, young people and their families.



“Learning Communities across early years, primary, secondary and special sectors – which focus on social and emotional wellbeing and creating a positive school ethos based on mutual respect and trust are having the most positive impact” better relationships, better learning, better behaviour”

Scottish Government 2013

**Strategy:**

The Inclusion and Wellbeing Service 3-18 fully endorses the view of the inextricable link between positive relationships, behaviour and the provision of high quality learning and teaching experiences. We believe it is essential to value each child and young person as an individual with their own strengths and development needs. We recognise that children and young people bring with them different abilities, experiences and family circumstances and that creating a safe, secure environment with a positive ethos will foster good relationships and positive engagement within our community.

**The Service aims to:**

* Develop trusting relationships to build a warm, welcoming and purposeful atmosphere to meet the needs of all our young people.
* Develop a community where everyone is valued and respected.
* Provide a positive learning environment.
* Ensure that all our learners have access to opportunities to develop the four capacities of Curriculum for Excellence.
* Develop skills for learning, life and work whilst raising attainment.
* Promote social inclusion.
* Celebrate success through a variety of channels, such as communication with home, publication on the school and council websites, parents and carers’ visits, displays and assemblies.

Inspection January 2018

**Education Scotland recognised the following areas of particular strength:**

* The leadership of the headteacher who is establishing an open and collaborative culture of change across the school. This is leading to improvements in leadership at all levels and promoting school improvement. His focus on improving links with local schools and the wider community is increasing learning opportunities for young people.
* The high levels of care and support provided by staff which helps young people to re-engage with their education.
* The improvements in the number, range and quality of qualifications and awards which young people achieve.
* The effective partnerships, including those with parents, which are contributing to improvements in young people’s wellbeing.

**With the following areas for improvement:**

* Restructure the school week to ensure all young people receive the same length of learning opportunities as their mainstream peers.
* Develop approaches to teaching further to ensure all young people have a greater choice in what they are learning and receive consistently high quality learning experiences.
* Develop an effective process for tracking and monitoring young people’s progress in learning across all areas of the curriculum.

All areas of improvement have been undertaken including a change to the school week to ensure all children have access to a minimum of 27.5 hours of education.

Service Priorities and Progress 2018-2019

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| --- | --- | --- | --- |
| Mariner Support Service priorities: | | | |
| **Priority** | **Impact and Review of Progress** | **Next steps** | **Lead by** |
| * Increasing and promoting sustained and positive destinations for young people | Overarching themes supported by assessment data:   * Positive destination data for pupils and parents * Improved uptake data around parental engagement with SDS * Positive feedback from parents and pupils on personal impact of program   **Evaluation of 2018-2019**  During session 2018 2019, all senior phase pupils took part in individual career planning sessions with an SDS advisor, either in school or in the pupils’ care placements. This led to five senior pupils applying for further education courses; at the time of writing, 4 have been successful with their applications, while 1 is awaiting confirmation of an interview date. A Careers Information Centre is now located within the school library. The development of a more personal careers space/office will take place next session.  Skills Development Scotland ran a series of support and training sessions for parents and carers who were not in work or training. The sessions were organised and supported by the service’s Family Support Team and the Community Education Worker. 100% of the participants were able to find employment. Feedback from parents and carers remains extremely positive.  A wide range of work placements have been sourced for senior phase pupils, including childcare placements in nurseries and pre-5 support services, catering placements in school and Falkirk Council kitchens, engineering and manufacturing experiences in commercial settings and environmental management placements with third sector organisations. All senior pupils have had opportunities to access workplace experiences linked to their chosen career pathways or areas of interest across the session. It is planned that the range of placements will be expanded over the coming sessions to allow more choice and opportunities for future cohorts of senior pupils.  Links within Forth Valley College continue to be strong for the senior pupil population at with all pupils having the opportunity to access college placements in their senior phase. The service will continue to provide parents with support and build their aspirations around career opportunities so that the young people can see adults around them aspiring to succeed. | * Careers advice and information office to be established beside library space * ‘It’s Not Rocket Science’ test of change data to be analysed to develop the group * Links with Forth Valley College Access and Progression Department for parents and carers and Education Training Unit to be strengthened * Develop methods of re-engaging families of previous school leavers with no sustained positive destinations * Enhance creative options for senior phase students to access as career pathways * Introduce ‘Transition in Action and Essential Skills for Employment’ (Playback ICE) for all senior phase pupils | F Austin |
| * Implementation of self-evaluation within the classroom to improve learning and teaching | Overarching themes supported by assessment data:   * Pupil questionnaire responses * Improved SQA results * Revisiting practice surrounding formative assessment * Beginning to develop and examine Leuvan Scale of Active Engagement in Learning to support change for improvement re adaptations to curriculum.   **Evaluation of 2018-2019**  The pupil responded clearly within their questionnaires that they required more ‘checking back’ to prior learning. This would support the identified need to improve starters and plenaries. Staff have been directed to incorporate relevant starters building upon prior learning and of value to the pupils.  Additional starter tasks have been developed and distributed to support the young people engage with literacy and numeracy games to reduce anxiety around these areas. Teacher questionnaires highlighted the value of plenaries to reinforce learning developed in the class activity and inform the learning for the next session. This further supported teacher reflection of their own teaching practise.  The service has continued to demonstrate improved attainment and achievement for young people accessing their senior phase. The ratio return for pupils receiving SQA course and full awards in their senior phase has grown consistently across the last 4 years.  There is a requirement now for all teaching staff to consistently use the Leuvan Scale of Active Engagement in Learning to support change for improvement re adaptations to curriculum.  For next session this improvement area will be merged with the ‘Tracking and Monitoring Across BGE’ area with expectations that staff continue to embed good practice around starters and plenaries. | * Leuven scale requires more time to ascertain positive correlation between starter/plenary and engagement in learning. * Increased amount of work being completed by pupils, at times, when in class. * Increased adaptability, by teachers, to lesson plans when assessing presenting pupils’ mental and physical wellbeing. * More time required to monitor and track improvements in Literacy and Numeracy * All teaching staff to use and examine Leuvan Scale of Active Engagement in Learning to support change for improvement re adaptations to curriculum | C Fraser |
| * Tracking and Monitoring Across BGE to ensure all learners have timely, planned and evidenced based interventions | Overarching themes supported by assessment data:   * Positive initial feedback from Pupil Council and teaching staff regarding working examples of tracking report     **Evaluation of 2018-2019**  Creation of a ‘Target & Tracking’ report:  The target and tracking report was unveiled to teaching staff in October 2018 to improve understanding of progress and success through the BGE curriculum for both pupils and parents. Feedback was received from staff and changes to headings and drop-down menus were made. The reports were completed by the end of December 2018, ready for distribution.  The new reports allow a clear indication of areas of strength and areas for development, they provide an overview of presentation in class and finally give a clear indication of a pupil’s level for each BGE subject. Selected reports have been used during termly reviews with parents and carers.  Feedback from teaching staff suggested that they found the new reporting system accessible. The drop-down menus provided a quick and straightforward guide to give pupils and parents an informed indication of progress.  Feedback has been limited from pupils and parents. The size of report may have hamper some pupil’s ability to access it therefore consideration will be given to how to make this more accessible.  Assessment of engagement/BGE tracking & monitoring record:  The engagement tracking and monitoring record (using Leuven Scale) was created and accessible for all teaching staff through Excel spreadsheet. The completion of the document has been inconsistent to date. From next session all staff will be expected to complete the scoring for all aspects of the timetable to build up data and help develop engagement with curriculum. Using early data entry the engagement tracking scale has informed and identified successfully periods and areas of concern regarding individual pupils. It has been used to inform TAC meetings and termly reviews.  Based upon professional dialogue, teaching staff mostly use the data only when issues arise. Further analysis is required to identify where pupils succeed and why this is. This will help teachers adapt curriculum in areas where there is less engagement.  Favourable feedback has been received from both parents and Social Workers when provided with a visual representation of a pupil’s engagement. Data has been used to inform interventions and identify periods of escalation/positives. | * Design a covering letter providing a breakdown of subject, effort, behaviour and level. This may make it more accessible for both parents and pupils – rather than having to read the whole report in depth. * Re-launch BGE tracking & monitoring spreadsheet to include newly recruited staff * Development of a ‘Pupil Skills & Development Record’ encompassing all subjects across BGE level * Teaching staff to begin identifying skills specific to their subject | C Hutchinson |
| * Framework for wider achievement leading to purposeful learning and increased attainment for all children and young people. | Overarching themes supported by assessment data:   * Successful tracking of attainment and achievement via pupil evidence folders * Improved attendance through tracking to ensure improvement in accessing wider achievement opportunities   **Evaluation of 2018-2019**  Pupil evidence folders are in place and staff information event was delivered via collegiate Tuesday session. Staff are gathering and completing the pupil evidence for the wider achievement activities they are undertaking. Staff are taking responsibility in the completion of wider achievement accreditation with support from the principal teacher. Young people are working with staff to fill the evidence folders on a regular basis.  Pupils are beginning to use period 8 more effectively and are beginning to understand the relevance and need for supporting paperwork for their achievements. An audit was carried out with staff submitting evidence of work being undertaken showing that staff involved in period 8 required additional support. The team designing Period 8, ASDAN and logging of wider achievement accreditation are now supported by 2 named members of staff to ensure consistency and planning. A central area in the office has been allocated for wider achievement folders for each pupil. This allows staff to easily access pupil progress information and store evidence safely and securely  Based upon quality assurance, engagement and outcomes for young people the timetable was adapted to replace outdoor education being delivered by external providers. This was replaced with Duke of Edinburgh, Dynamic youth and trampoline skills delivered by staff from within the service. This has increased engagement of pupils in wider achievement leading to increased opportunity for accreditation. Service staff sourced training and became pro-active in finding alternative ways to engage the pupils out with the classroom. As a result of the changes pupils are currently working towards bronze level Duke of Edinburgh’s Award as well as a range of relevant skills for life.  The wider achievement curriculum has clear links to accreditation and providers**.** Pupils are gaining accreditation and qualifications for all aspects of the curriculum that they are engaging with. Pupils who were previously disengaged have positively completed pieces of work in upcycling as part of their transitions. | * Designated staff will widen their skills and be offered further training opportunities (Hill and Mooreland Leader, Mountain Bike Leader and possible paddle sports) * Use of Amazing Things document needs to be enhanced linking curriculum with additional providers to ensure a broader range of qualifications and accreditation | S Hutchinson |
| Whole service areas: | | | |
| * Adoption of nurturing approaches across the whole service as a solution and response to past or current trauma | Overarching themes supported by assessment data (table at bottom progress updates):   * Clerical support for SEEMIS data gathering and sharing * Secondary Boxall profiles require consistent application * Primary Boxalls being used effectively to design learning opportunities * Nurture Audit Tool showing areas for development and areas of strength   **Evaluation of 2018-2019**  All physical environments within the service have been developed and improved to ensure that the children and young people can access a nurturing setting. All environments are kept clean and tidy with displays being regularly changed via notice board competitions in secondary and with children’s work in primary. Where something is damaged, repairs happen quickly. In secondary the flat is used as a breakfast space for all young people to access whereas zones in primary have been developed to closely mirror relaxing home environments. The flat space is also used for family supports and parents groups. There have been other environmental developments for example, a relaxing library space, fitness suite and up-cycling spaces within Laurieston Campus to ensure alternative ways for staff and young people to enhance relationships. Additionally, garden spaces within Slamannan Campus are used by children and young people to interact with staff while contributing to a positive environment for the youngest children accessing support.  The nurture audit tool identified areas that require growth and consistency. Equally, areas of strength have been recognised that should be continued to effectively support all children and young people. Children and young people are consulted when developing their plans around how to safely access support in school. There are active pupil council’s across each provision that contribute to planning improvements. Equine therapy, farm and therapeutic art are timetabled across the school week to offer young people opportunity to work around animals to promote confidence and regulation. Boxall profiles are used effectively and consistently in primary provisions to develop learning opportunities however, secondary now need to embed these fully and integrate into current planning.  The Family Support Team developed and piloted a programme for parents and carers, called “It’s Not Rocket Science”. Designed to increase resilience and confidence in participants, the programme took place in the first half of 2019, and was attended by 6parents and carers. Participants’ feedback was extremely positive and the family support team will investigate the viability of continuing the programme in the new session. | * Adoption of nurturing approaches across the whole service as a solution and response to past or current trauma | G Macadam |

Attainment and Achievement 2017-2019

Mariner Support Service has continued to improve attainment and achievement for children in their Senior Phase. Young People continued to access and achieve a range SQA qualifications primarily at National 3 and National 4 levels with wider achievement awards also being recognised for learners.

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| --- | --- | --- | --- | --- | --- | --- |
| **2018 / 2019** | Courses at National 2 | 1 |  | **2017 / 2018** | Courses at National 2 | 6 |
| Courses at National 3 | 13 |  | Courses at National 3 | 9 |
| Courses at National 4 | 5 |  | Courses at National 4 | 11 |
| Courses at National 5 | 1 |  | Courses at National 5 | 0 |
| **Total Courses** | **20** |  | **Total Courses** | **26** |
| Units at National 1 | 122 |  | Units at National 1 | 69 |
| Units at National 2 | 25 |  | Units at National 2 | 74 |
| Units at National 3 | 95 |  | Units at National 3 | 100 |
| Units at National 4 | 41 |  | Units at National 4 | 54 |
| Units at National 5 | 3 |  | Units at National 5 | 2 |
| **Total Units** | **286** |  | **Total Units** | **299** |
| SCQF Level 2 (or equivalent) | 0 |  | SCQF Level 2 (or equivalent) | 1 |
| SCQF Level 3 (or equivalent) | 0 |  | SCQF Level 3 (or equivalent) | 1 |
| SCQF Level 4 (or equivalent) | 1 |  | SCQF Level 4 (or equivalent) | 7 |
| SCQF Level 5 (or equivalent) | 0 |  | SCQF Level 5 (or equivalent) | 3 |
| **Total SCQF Level 2-5** | **1** |  | **Total SCQF Level 2-5** | **12** |
| **Candidates** | **21** |  | **Candidates** | **29** |

**Course Awards Over Time:**

**Unit Awards Over Time**

**SCQF Awards Over Time**

**Pupil Ratio to Awards Attained Over Time**

**Breakdown of Units and Awards 2018-2019:**



Curriculum Structure at Mariner Support Service (IWS Secondary) 2019-2020

|  |  |  |  |
| --- | --- | --- | --- |
| **Broad General Curriculum - S1 / S2 / S3** | | **Senior Phase - S4 / S5** | |
| Taught by subject teachers | Provided by specialists | Taught by subject teachers | Provided by specialists |

|  |  |  |
| --- | --- | --- |
| **Key priorities for School Improvement Planning 2018 -2019** | | |
| There is now a clear requirement for the secondary provision to focus upon the Quality Indicator 2.3 (QI 2.3) from ‘learning, teaching and assessment’ as outlined in How Good is Our School? (4th Edition). Many of the priority areas from session 2018-2019 will continue with more focus upon QI 2.3. The high level priorities for Inclusion and Wellbeing Service’s secondary provisions will be:   * Increasing and promoting sustained and positive destinations for young people, parents and carers * Implementation of self-evaluation within the classroom to improve learning, teaching, tracking and assessment * Broadening staff capacity to deliver wider achievement, leading to purposeful learning while broadening opportunities to increase attainment   The Inclusion and Wellbeing Service 3-18 will continue to have a specific service wide focus upon developing staff capacity to engage with Trauma Informed Practice and Nurturing Approaches | | |
| **What is our capacity for continuous improvement?** | | |
| Inclusion and Wellbeing Service 3-18 continues to build capacity across the staff team, parents, pupils and community to contribute to and lead service improvement. The service will take a sustainable approach to improvement which is linked to quality assurance and self-evaluation then taken forward in a manageable, proportionate and meaningful manner. There has been significant time allocated within the service calendar to ensure that improvement is prioritised and given proportionate time to undertake improvement activity. The service continues to design improvement requirements in a planned, coordinated and strategic way. It is essential that the service avoids an approach that simply reacts to events. Instead the service responds to strategic use of data based upon needs of the children, families and schools across Falkirk.  Improvement is closely linked to national, local and service priorities. However, the service vision is a primary driver for change within our specialist schools. At service level the RACI groups meet with the Headteacher across the school year to ensure support is given and to ensure suitable progress is being made and evidenced. The school has two improvement walls located within training and staff areas. The staff, children and parents’ contributions to the improvement were connected to self-evaluation. The second improvement wall gives a comprehensive overview of all RACI groups, improvements made by those groups and also displays whole service level data for the groups to refer to. | | |
| **Self-Evaluation of the Core HGIOS? 4 QIs** | |
| **QI** | **School/Setting SE** |
| **1.3** | Good |
| **2.3** | Satisfactory |
| **3.1** | Good |
| **3.2** | Good |

**Teaching and Learning**

Prior to attending the service our pupils have not always enjoyed positive experi­ences of education. The process whereby their referral to Inclusion and Wellbeing Service 3-18 is accepted often includes extended periods of exclusion. This results in most pupils expe­riencing gaps in all educational areas which are compounded by chronically low confidence and self-esteem. In addition, many of our pupils have experienced significant trauma in their lives, trauma which is largely unresolved or ongoing. Pupils therefore operate with high levels of stress and can find it overly challenging to engage with learning.

Each pupil within the service is offered an individual educational experience that is designed to meet their needs. For those suffering with trauma this may mean a phased induction to the service provision, which normally lasts between 2 and 4 weeks, and will place high emphasis on developing relationships with staff mem­bers and other pupils. It is also crucial at this stage that honest and positive relationships are established with home so that the pupils have the best possible chance of being suc­cessful in their placement.

The aim for pupils leaving the secondary provision of the Inclusion and Wellbeing Service 3-18 is that they are able to fulfil their potential across the four capacities of Curriculum for Excellence. Our focus, therefore, will be on encouraging activity which teaches pupils about stress responses, relaxation and building resilience. Literacy and numeracy are also of key importance and following assessments to flag up any learning support requirements pupils will be encouraged and supported to progress through their National qualifica­tions, as and when appropriate.

Current links with Forth Valley College enable pupils to gain valuable experience in an adult setting and there has been a good success rate from pupils completing the Regen­erate course and moving on to a successful college place. Other alternative curricula out with the Inclusion and Wellbeing Service 3-18 can include early access to Activity Agreements and shared places with Mainstream schools.

**How we support pupils to achieve**

**Continuous feedback from pupils during course evaluations**

Pupils are encouraged to contribute to course evaluations through in-topic questioning, end of unit feedback and analysis of various types of assessment. Feedback is used to update, adjust and improve existing courses, as well as informing new course design.

**Tailoring courses to pupil interests**

Course design is always guided by pupil interest; people learn more effectively if they are enthused by a subject. Staff take account of both local and national trends (e.g. current affairs, trending subjects in social media) and individual pupil interests (e.g. fishing, mechanics, cycling) when designing courses and shorter units.

**Allowing more scope for pupil choice within courses**

Many courses at the Inclusion and Wellbeing Service 3-18 are not prescriptive, but instead are designed to allow pupils a lot of choice in the subject matter. This could be as wide as choosing the topic for the entire unit (e.g. choosing two religious belief systems for a comparative study) or as narrow as picking a subject for a presentation (e.g. which endangered species to feature in a topic about extinction).

**Widening choices of subject areas and courses available**

A lot of time, effort and resources has gone into providing a wider range of subjects for our pupils. This is particu­larly true for Duke of Edinburgh’s Award, ASDAN, where the Inclusion and Wellbeing Service 3-18 has invested in training and materials that will allow access to a range of topics, and subsequently increasing opportunities for accreditation.

**Investment in learning and teaching technology**

During the session, funds have been secured and invested in new ICT equipment, in­cluding mobile technology. This forward-thinking approach to interactive learning will allow pupils to access information in new and innovative ways, and will empower teach­ers and support staff to deliver lessons in new and exciting styles.

**Using learning partners**

The Inclusion and Wellbeing Service 3-18 has a long and valuable relationship with Forth Valley College. This has seen the development of two courses, Regenerate and ACE, which senior pupils at the Inclusion and Wellbeing Service 3-18 are able to access for one or two days a week. In addition to experiencing an adult learning environment, pu­pils also develop independent living skills through managing self-travel, time management, interpersonal skills and the opportunity to forge links to further education. Many of our previous pupils have found this link invaluable in taking their education to the next level once they leave school.

**Investing in new staff roles**

The traditional staff profile within schools is changing and the Inclusion and Wellbeing Service 3-18 is no exception. In addition to teaching staff and the senior leadership team, the Inclusion and Wellbeing Service 3-18 also has Specialist Family Support Workers, a Community Education Worker, Inclusion Workers and a new Principal Teacher with responsibility for Developing the Young Workforce and Wider Achievement. All these roles are backed up by clerical support from our admin team. The wide range of roles allows pupils at the Inclusion and Wellbeing Service 3-18 to be supported by a variety of staff across the school day, and gives them greater opportunities for success and achievement.

**How we support pupils to grow personally**

**PSE programme**

All pupils take part in Personal and Social Education at least once a week. Topics cov­ered include areas such as personal hygiene, relationships, morality, internet safety, workplace skills and community violence.

**Individual programmes**

Staff at the Inclusion and Wellbeing Service 3-18 are trained to deliver spe­cialised programmes, such as Equine Therapy, No Knives, Better Lives, and Seasons for Change. These can be done in 1-1 settings or as part of a larger group.

**Attending events**

Staff support pupils to attend events throughout the year. This has in­volved community safety events such as the annual Safe Drive, Stay Alive campaign addressing road safety for young drivers, school-based open days and employer-focussed events such as Army recruitment days.

**Key Teacher time / pastoral sup­port**

All pupils at the Inclusion and Wellbeing Service 3-18 are assigned a Key Teacher who is responsible for the pas­toral care of that pupil. This includes regular contact with the pupil’s parents or carers, daily Key Teacher Time with a group to discuss issues and address any problems, respon­sibility for writing and updating pupil reports and providing a first point of contact if a pupil requires support with any issues, either in or out of school.

**Opportunities to try different activities in Outdoor Education**

Pupils have taken part in a variety of ac­tivities over the past year, including rock climbing, mountain biking, coasteering, canoeing, kayaking, gorge walking and hillwalking. In addition to providing new and challenging experiences for pu­pils, these activities are designed to promote teamwork, improve resil­ience and have a beneficial impact upon the health and wellbeing of the pupils involved.

**Linking pupils to opportunities in the community**

Some pupils have been involved in community-based activities, such as music groups or sports activities. Staff support pupils out with school hours, as this helps pupils to make meaningful links within their own communities that they might not otherwise be able to access, and which can become self-sustaining after an initial period.

**Work experience placements**

Several pupils have been able to make links to work placements through the Inclusion and Wellbeing Service 3-18 this year, including areas such as childcare, administration, education and hairdressing. Work ex­perience is an important step for senior pupils who will soon be leaving school and need a chance to experience an adult workplace, and is also helpful in allowing pupils to try areas of employment that they might not have considered before.

**Links with support agencies**

A variety of agencies have been involved in supporting pupils over the session. Wom­en’s Aid have run sessions with groups of pupils, as well as providing 1-1 support for several people who requested further help. Connect Services, Sacro and Axis have also been involved with individual pupils in relation to community issues. Our Children’s Rights Officer visits regularly for drop-in sessions with pupils, and Community Police Officers have also come to give talks and answer pupils’ questions.

**Therapeutic interventions**

Staff and outside agencies have been able to provide a range of therapeutic interventions to support pupils on a 1-1 basis or in small groups. These interventions have includ­ed equine therapy, vaulting, dog grooming, relaxation sessions, mindfulness and stress management classes.

**How do we include the wider community?**

**Parents’ and carers’ group**

Our Family Support Workers run a very popular Par­ents’ and Carers’ Group across the school week. All parents and carers are invited to take part, either on a regular basis or for the occasional visit. The group decides what activities they would like to do, then the school-based staff facilitate the resulting programme. Topics covered have included financial management, cookery skills, crafting and parenting skills develop­ment. The group also runs a very successful annual Christmas Fair to raise funds for the pupils’ activi­ties.

**Open days**

The Inclusion and Wellbeing Service 3-18 holds regular open days where parents, carers, relatives and associated support workers can visit the school, talk to staff about their child’s progress, see displays of work and even get a cup of tea and some home-made cake! Links to the home are very important in supporting our pupils, and we encourage all parents and carers to attend open days wherever possible.

**Visits from local voluntary groups and agencies**

A range of local groups and agencies have been linked to MSS across the year, including Aberlour, Spirit Aid, Campaign to End Abuse (Women’s Aid), Skills Development Scotland, Quarriers and NHS Forth Valley.

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**Feedback of Standards & Quality Report**

We are very keen to receive your comments and feedback to help us to improve our report for next year. If you could take a few minutes to complete the questions below, we would be most grateful.

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| * Did the report have information that was useful to you about the Inclusion and Wellbeing Service 3-18? |
| * Was the report written in a way that was easy to understand? |
| * Was there enough detail about the various teams that make up the service? |
| * Please give us comments on anything that you feel would be useful for us to consider when we design next year’s report. |