

This project focused on supporting an S1 young person whose social and emotional struggles are impacting their engagement at school. This means they are now at risk of falling behind academically. Their school attendance is low and when they do attend they work in the Wellbeing Room as opposed to in mainstream classes. The Aim of this project was twofold; to attempt to increase the learner's overall attendance, whilst trying to gently encourage them to increase their attendance and participation in their subject classrooms.

Aim 1: By 18th December to increase young person's weekly attendance at school to consistently above 70% (median Aug-Nov: 2020 55%).

Aim 2: By 18th December for learner to spend 25% of time in mainstream classes (Baseline: 0%).

Method

- To scope, plan and undertake an improvement project focused on increasing learner's attendance and engagement.
- To attend SEIC Intensive Quality Improvement Programme (IQIP) to gain understanding of Quality Improvement Methodology
- To develop explicit improvement aims for a vulnerable individual who had become very disengaged
- To test out different change ideas, to learn 'what works' in supporting this YP to attend school and increase their engagement in mainstream classes.
- To collect meaningful improvement data that demonstrates whether changes introduced deliver impact.

Process Change

05 OCT

Flexibility around the YP's changing needs for Nurture time.

28 OCT

Negotiating attendance in least 1-2 mainstream classrooms per day and gaining YP agreement to what they can commit to.

Co-designing next day's subject participation visually using a colour keyed timetable. Listening to young person's voice on 'what matters to them', in terms of next day's priority subjects. End of day check in, with lots of praise for successes and again affirming plan for next day.

10 NOV

Subject teachers meeting YP in the Wellbeing Classroom to build relationships and keep YP connected with the mainstream curriculum.

24 NOV

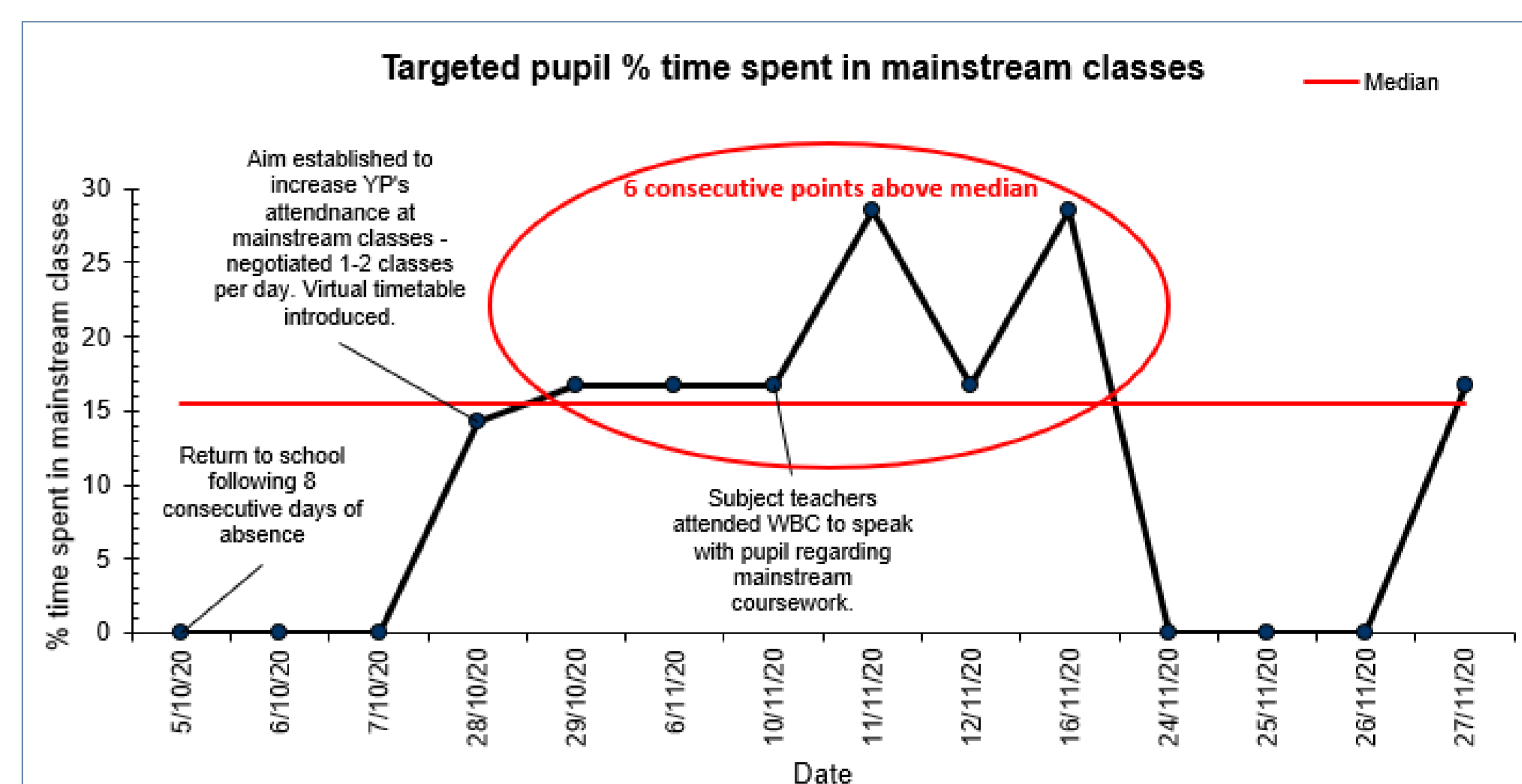
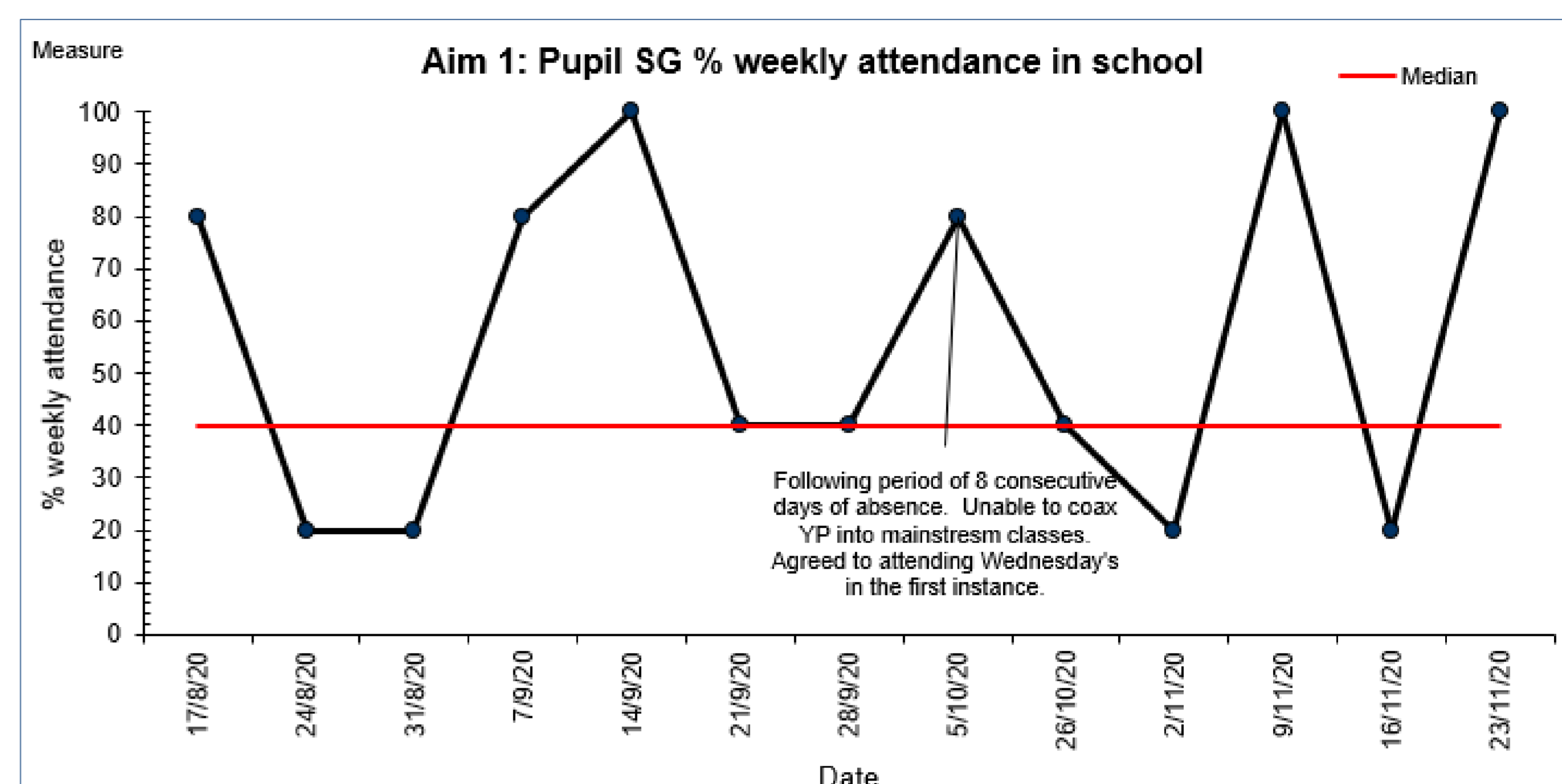
YP sharing their intentions and plan for next day with other Wellbeing Room cohort pupils. Importance of peer support and encouragement.

Next Steps

With the closure of schools in January 2021 this YP has opted to only engage in online learning, choosing not to attend IS Provision. However currently their online engagement is very limited.

When schools return this YP's improvement journey will need to focus on their social and emotional development. Building on the above learning, we will continue to try to improve their school attendance and participation in mainstream classes and seek to adapt their curriculum to meet their emotional and academic needs.

Results



Conclusions

This young person was battling considerable personal challenges and now found participation in mainstream classes overwhelming. They needed reassurance, predictability and limited exposure to the mainstream environment to combat their anxiety and build their confidence in their ability to cope in subject classes.

Key Learning Points

- Teacher learnt to recognise when the student was emotionally in a good place in order to attend some mainstream classes and when they needed Nurture time in the Wellbeing Room to regain emotional stability.
- Student needed constant visual reminder of current & proposed timetable.
- Teacher needed to prepare the pupil in advance by chatting through next day's timetable in a small group to gain their buy in/agreement.
- Peer support from other pupils in the Wellbeing Room cohort aided pupil agency. In instances where motivation was low, peer encouragement and reassurance often led to YP's buy in and re-commitment to attending mainstream classes.