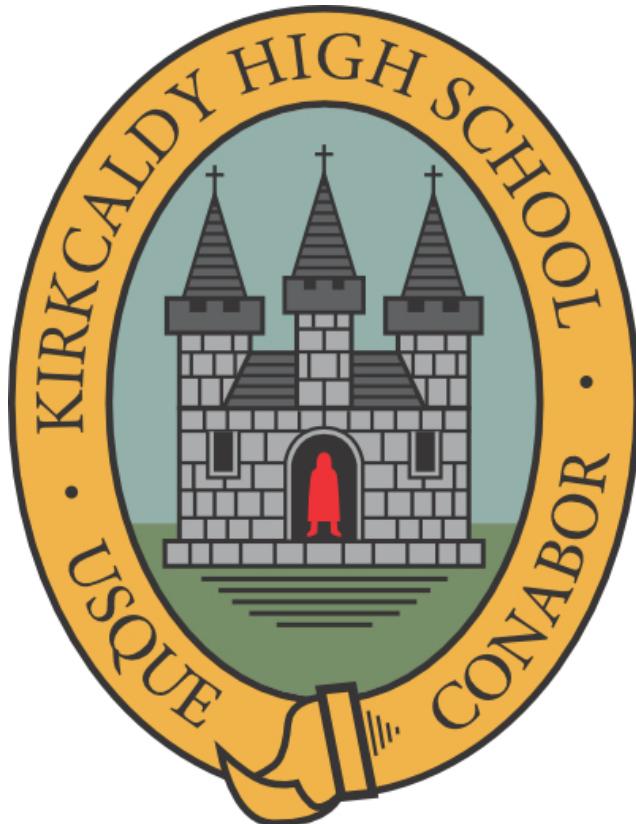


Getting it Right in Kirkcaldy High School



Faculty of Integrated Support

UNCRC: Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

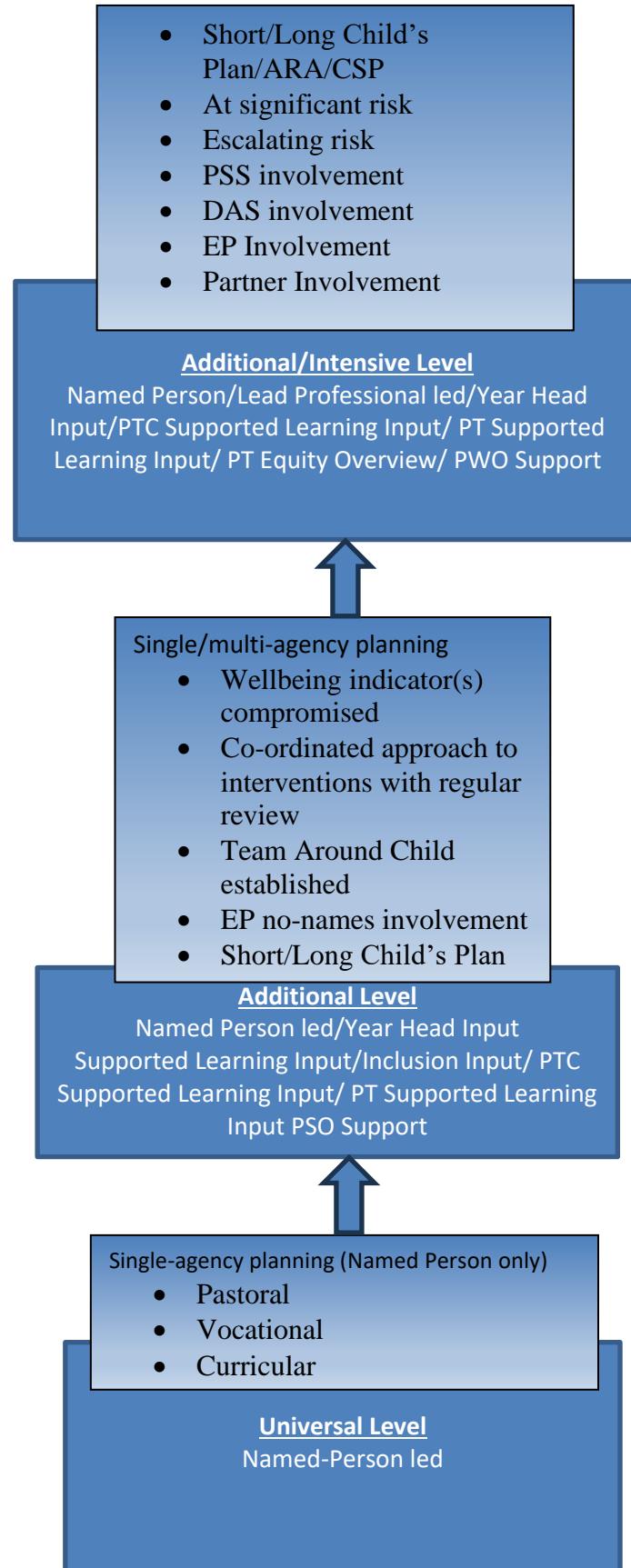
Integrated Support Continuum: A Framework for Universal and Targeted Support

Aims:

- To deliver a pupil-centred, holistic approach to meeting learners' needs.
- To ensure early and appropriate intervention, underpinned by a staged process that is sensitive to both National and Local Practice Models and which incorporates partnership working.
- To embed a system of planning and review that will ensure assessment information is current and that interventions are impactful.
- To ensure recommendations in the refreshed GIRFEC policy statement are a central feature of the Faculty's practice, specifically in respect of Children's/Young People's Rights and the priorities within the Promise.

Procedures:

- All children and young people will have a Named Person who knows them well, with whom they can have regular discussions about their learning, who will support them in planning their next steps and who will advise them through changes and choices.
- All young people who are Care Experienced benefit from their own Named Person, who specialises in tracking, monitoring and supporting this particularly vulnerable group of learners.
- Key staff to engage in regular self-evaluative discussions on areas of practice.
- Internal staged intervention processes are applied on the basis of need, with channels of escalation between Universal, Additional and Intensive support clear and accessible to relevant members of staff.
- All support staff are highly responsive to pupils at particular risk, including Young Carers, Care Experienced children and young people, those from Forces Families and those affected by poverty.
- Appropriate planning documents are created, reviewed, and updated regularly, including Getting it Right Protocols, Coordinated Support Plans, Child's Plans, Agreed Reduced Attendance documents, Health Care Protocols and Pro-active Management Protocols.
- Internal programmes to be determined and delivered in accordance with pupil need.
- Clear processes in place to access internal support mechanisms.
- Pupils with an identified Additional Support Need to have an accurate Pupil Needs Profile which is easily accessible to all teaching staff via the 1-Stop-Shop.
- All members of staff to have access to reliable, detailed information about the children and young people they meet, to ensure they know their learners well.



Our Vision

Our vision for our support services places the child or young person at the centre and builds a network of support around them, proportionate to their needs and their experiences and timely in terms of intervention.

We recognise that all children are entitled to a Universal support provision, including:

- the allocation of a Named Person (Guidance teacher) as a Single Point of Contact
- regular review of learning and planning of next steps
- regular review of Wellbeing and planning of next steps
- regular review of attendance and planning of next steps
- access to learning activities which meet their needs
- opportunities for personal achievement
- opportunities for experiences or programmes that help develop the whole child/young person, holistically
- advice and guidance at key points of transition
- support to access a positive and sustained post-school destination
- a relevant, reviewed and well-planned PSE curriculum

However, we recognise that some learners have additional support needs and, as such, require a more coordinated approach to their educational provision. As defined in legislation, children with Additional Support Needs includes those who:

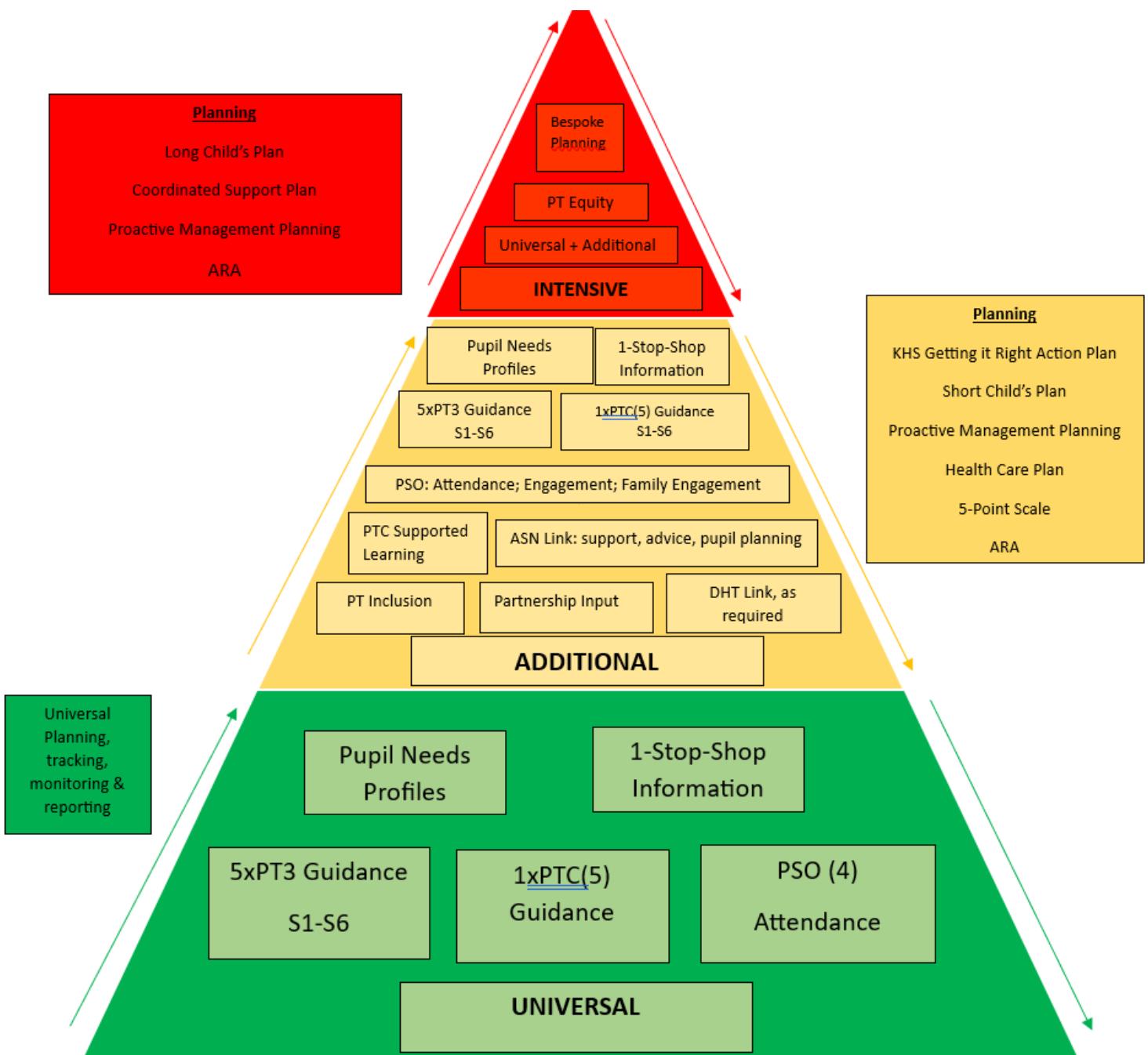
- have motor or sensory impairments
- are being bullied
- are particularly able or talented
- have experienced a bereavement
- are interrupted learners
- have a learning disability
- are looked after by a local authority
- have a learning difficulty, such as dyslexia
- are living with parents who are abusing substances
- are living with parents who have mental health problems
- have English as an additional language
- are not attending school regularly
- have emotional or social difficulties
- are on the Child Protection Register
- are young carers

For most learners in Kirkcaldy High School, their entitlement to effective support is delivered by all staff within the classroom setting. However, for some pupils, their needs are such that increasingly complex interventions are required and are provided on a graduated scale, forming a continuum of support: from Universal to Additional to Intensive – and back again.

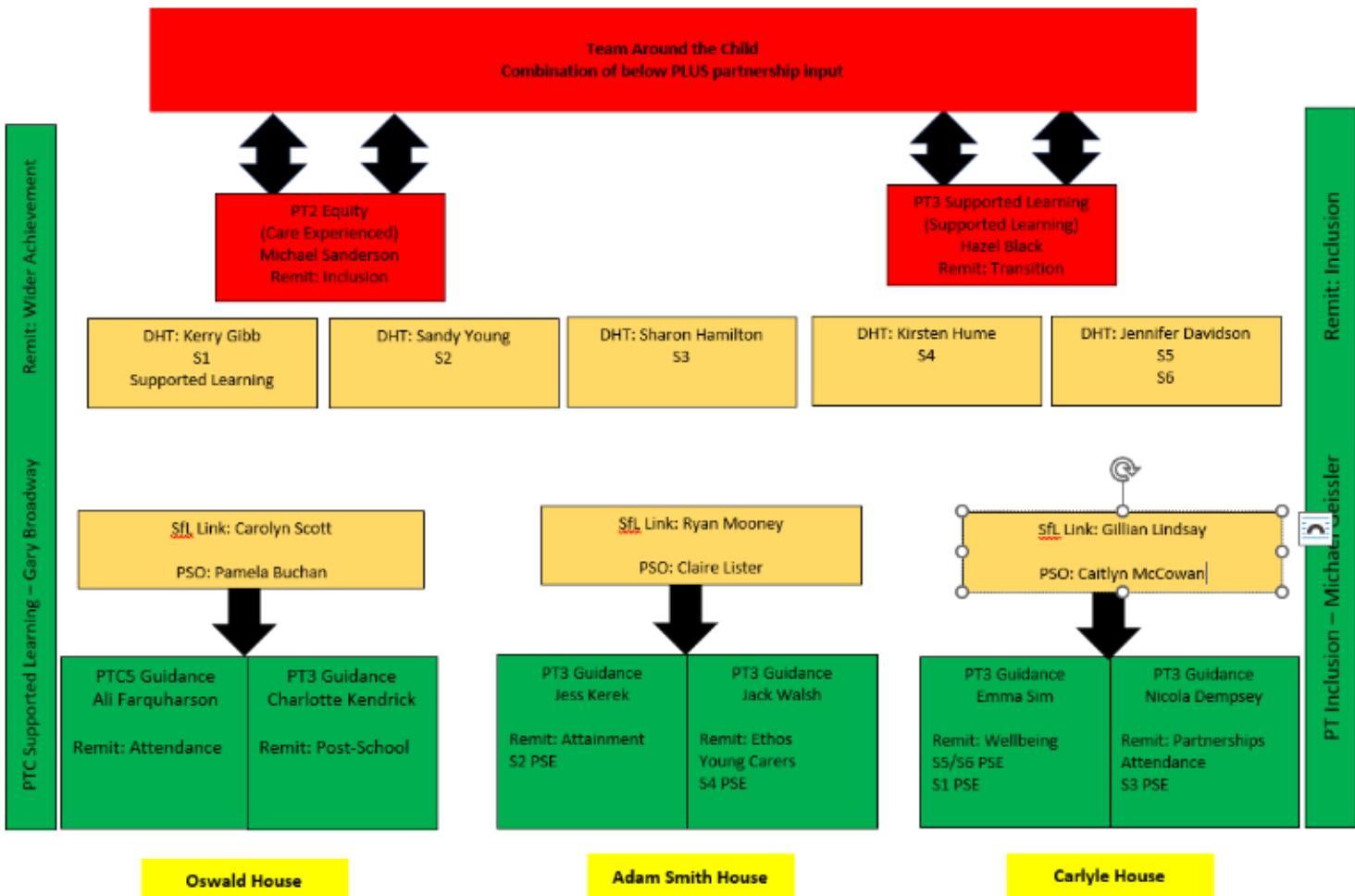


Staffing Structures

The continuum of support is designed to establish consistency and transparency, and to ensure that the allocation of resources facilitates equity. To this end, our services are summarised in the diagram below and convey the team-based approach we are fostering at Kirkcaldy High school in respect of supporting our children and their families.



To compliment the services we offer to families and to facilitate strategic improvement across the faculty, each member of staff has not only a caseload of pupils but also strategic responsibility for a key area of our support services, as indicated in the model below.



Support Continuum

In order to support the continuum, staff undertake Named Person responsibilities as follows:

PTC Supported Learning

- This caseload has upto 50 pupils.
- Plan and coordinate Additional/Intensive support measures
- Pupils who have:
 1. Social, Emotional and Behavioural Needs
 2. Significant barriers to learning
- Progress area of whole school remit: Wider Achievement

PTC/PT Guidance

- This caseload can accommodate upto 300 pupils (currently around 230 each)
- Range of pupils will span from S1-S6
- Plan, coordinate and evaluate Universal/Additional/Intensive support measures for caseload
- Support pastoral, vocational and curricular needs of pupils and families
- Progress area of whole school remit

PT Equity

- This caseload can accommodate upto 50 pupils
- Plan and co-ordinate Universal/Additional/Intensive support measures for Looked After and Care Experienced Young People
- Plan, coordinate and evaluate support measures for caseload
- Support pastoral, vocational and curricular needs of pupils and families
- Progress area of whole school remit: Inclusion

PT Inclusion

- No caseload
- Plan, deliver and evaluate programmes that support inclusion, primarily the Inclusion Hub
- Progress area of whole school remit: Inclusion

PT Supported Learning (DAS)

- This caseload has upto 50 pupils.
- Planning, reviewing, tracking & monitoring learners within the Supported Learning faculty
- Ongoing planning for choices and changes

KHS Continuum of Support

Universal

Descriptor

Pupils' needs are met within the classroom by subject teachers through appropriate tasks, activities and resources appropriate to individual needs.

Methods

- Pupil Needs Profiles summarising additional support needs and useable strategies to eliminate/reduce barriers to learning
- Tracking information relating to prior attainment
- Use of a laptop
- Number squares
- Pupil Support staff available for consultation
- Assessment arrangements
- Tracking and monitoring of Wellbeing, with relevant action plan where appropriate
- Professional learning to meet Learners' needs
- Differentiated materials
- Etc

Key Staff

- Class Teachers
- PTC Supported Learning
- PT Supported Learning
- PT Guidance

KHS Continuum of Support

Additional

Descriptor

Pupils' needs are met mostly in the classroom, with some focused support required.

Methods

- Support with organisation (check-list, visual timetables, classroom storage of jotters/materials, classroom storage of stationery)
- Targeted, short-term literacy/numeracy/HWB/Digital Technology interventions
- Lunchtime support club
- Buddy support
- EasyP Support
- PSA input
- PSO input
- Adaptation of curriculum (short-term removal from/re-integration into a subject)
- Aspects of curriculum delivered in Supported Learning Faculty
- Enhanced attendance protocol
- Programme(s) of targeted intervention
- Alternative pathways (SCP/work experience/volunteering)
- Individual/Group/Family work with partner agencies
- Allocation of a keyworker
- Short-term PSA support at key times
- SDS Maximum categorisation
- KHS Getting it Right Protocol
- Short Child's Plan
- Proactive Management Protocol
- Regular planning and review with the Team Around the Child (TAC)

Key Staff

- Class Teachers
- PTC Supported Learning
- PT Supported Learning
- PT Guidance
- PT Inclusion
- PSAs
- PSO
- DYW staff
- Multi-agency partners

KHS Continuum of Support

Intensive

Descriptor

Pupils' needs can be met in the classroom but significant adaptation of the curriculum is required.

Methods

- Agreed Reduced Attendance (part-time timetable)
- Proactive Management Protocol
- Alternative pathways (SCP/work experience/volunteering)
- Community resources to engage learners
- All or part of the curriculum delivered outwith the school setting
- Intensive planning and review with the Team Around the Child (TAC)
- Multi-agency plan
- Co-ordinated Support Plan

Key Staff

- Class Teachers
- PTC Supported Learning
- PT Supported Learning
- PT Guidance
- PT Inclusion
- PT Equity
- PSAs
- PSOs
- Multi-agency partners