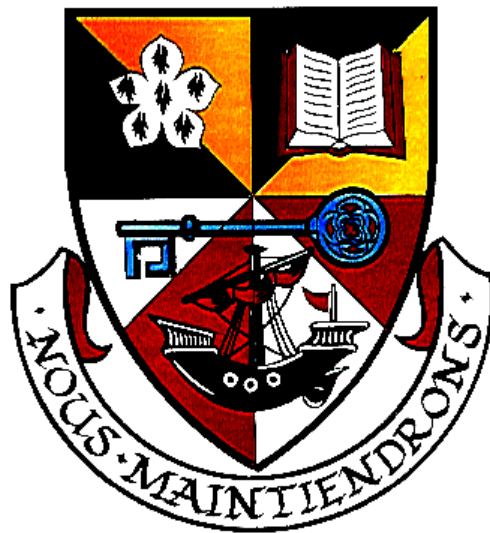


# Hillhead High School



## Getting it Right for Every Child (GIRFEC) Policy

## Introduction

At Hillhead High School we understand that it is important that, and are committed to, ensuring pupils feel supported, safe and respected in school so that they can realise their full potential. The Getting it Right for Every Child (GIRFEC) approach is based on children's rights and its core principles and values reflect the United National Convention on the Rights of the Child (UNCRC). It has been designed for all children and young people because it is impossible to predict if or when they might need support. GIRFEC also respects parents' rights under the [European Convention on Human Rights](#) (ECHR). The approach helps practitioners to focus on what makes a positive difference for children and young people – and how they can act to deliver this. Within our school, we use GIRFEC to guide our thinking and practice in order to ensure that pupils and parents receive the right help, at the right time and from the right people.

### Hillhead High School Values

Our five core values are: Kindness, Ambition, Integrity, Resilience and Respect.

### Hillhead High Vision

The aim of the school is to deliver a values-based curriculum where:

- pupils are at the heart of all we do and their talents, experiences, personalities and contributions are nurtured
- young people have opportunities to become successful learners, confident individuals, responsible citizens and effective contributors
- we offer a curriculum, with appropriate support, that meets the needs of all learners
- young people develop the skills and knowledge that will equip them for the future
- we ensure that all young people have a positive destination and a clearly defined 16 + learning choice
- we instil in our young people the highest of expectations for themselves and a respect for others

Our school vision is linked to our five school values and is called our Hillhead Focus.

Focus on Learning

Focus on Resilience

Focus on Action

Focus on Pathways

Focus on Community



## The Six Nurture Principles

- Children’s learning is understood developmentally (NP 1)
- The environment offers a safe base (NP 2)
- The importance of nurture for the development of wellbeing (NP3)
- Language is a vital means of communication (NP 4)
- All behaviour is communication (NP 5)
- Transitions are important in children and young people’s lives (NP 6)

The Hillhead High School Getting it Right for Every Child (GIRFEC) policy is underpinned by the following:

## Glasgow Policies

- Every Child is Included and Supported policy (2016)  
<https://www.glasgow.gov.uk/CHttpHandler.ashx?id=32783&p=0>

## National Legislation and Policies

- Getting it Right for Every Child (Scottish Government, 2010)
- A Curriculum for Excellence - Health & Wellbeing (Scottish Government, 2004)
- The Additional Support for Learning (Scotland) Act of 2004 and its amendments of 2009
- Children and Young People (Scotland) Bill (Scottish Government., 2014)
- Respect for All - National Approach to Anti-Bullying (Scottish Government, 2017)
- Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour (Scottish Government, 2018)
- Applying Nurture as a Whole School Approach (Education Scotland, 2018)
- Included, Engaged, Involved - Parts 1 & 2 (Scottish Government, 2019 & 2017)
- National Improvement Framework (Scottish Government, 2020)
- Review of Additional Support for Learning Implementation: Report (Scottish Government, 2020)
- Mental Health and Wellbeing: Whole School Approach Framework (Scottish Government, 2021)

## International Drivers

- United Nations Convention on the Rights of the Child (UNCRC)

## Hillhead High School Policies

This policy is also related to the following Hillhead High School policies:

- Anti-Bullying policy
- Attendance policy
- Equality policy
- Learning and Teaching policy
- Mental Health policy
- Rights Respecting Relationships policy

## Protected Characteristics

Hillhead High School's Equality policy outlines further information in relation to supporting pupils in terms of equalities and the ten protected characteristics which are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

*\*(NB 'age' is a protected characteristic but not in relation to pupils of any age in a school)*

## Care Experienced Learners

In line with National and Glasgow policy, Hillhead High School is committed to giving particular attention to specific vulnerable groups e.g. Care Experienced pupils; Young Carers; those on the Child Protection Register; and young people leaving care.

## Towards the Nurturing City

It is Glasgow's ambition to be 'the nurturing city'. A nurturing city has schools in which children and young people feel they belong, they are listened to, and they and their families are valued. The ethos of nurturing schools is supportive, and all staff are clear about their roles and responsibilities. At Hillhead High School our GIRFEC policy is important to the development of these factors. In nurturing schools, staff continually and collaboratively evaluate their practice to ensure that it promotes the wellbeing of all children and young people. They understand that supporting all children and young people and ensuring they make the best possible progress depends on - the curriculum they provide, learning and teaching of the highest quality, and on their commitment to continuing professional development.

## This policy aims to:

- reflect the requirements of legislation and ensure these are being met
- Outline the school's rationale and approach to supporting pupils
- ensure that the needs of individual children and young people are met in as inclusive a way as possible
- Outline roles and responsibilities of staff in relation to pupil support
- Provide an overview of support structures for all staff, parents/carers and pupils

All members of staff have a responsibility to ensure pupils are supported within the school, however, the staff below have a specific remit relating to Pupil Support.

## Lead Members of Staff

Role	Staff Member
Depute Head Pupil Support	J Richardson (Acting)
Principal Teachers of Pastoral Care	K Campbell J Greechan B Griffin L Robinson (Acting) K McLennan (Acting)

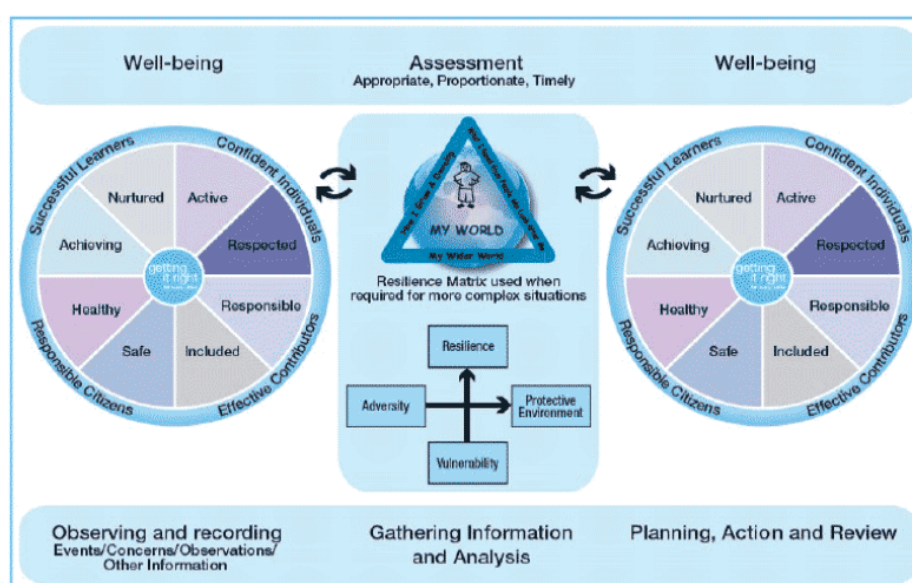
Faculty Head Support for Learning, English as an Additional Language and Nurture	S McGuire
Principal Teacher of Skills and Achievement	K McFarlane (Acting)
Home School Support Worker	A Whyte
MCR Pathways Coordinator	E McLeod

### The GIRFEC Approach and National Practice Model

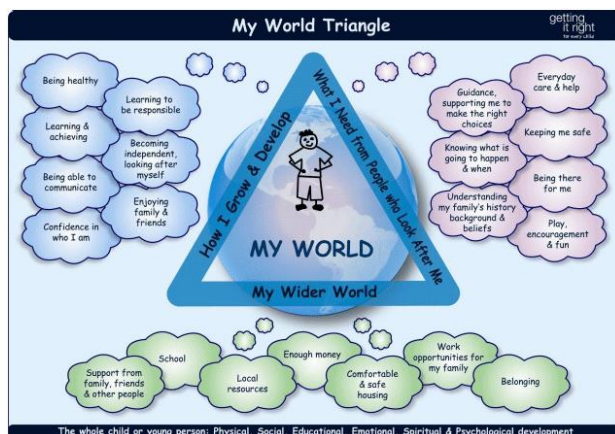
The GIRFEC approach is adopted by multi-agencies who are working towards supporting children, young people and their families. This includes Education and the Health and Social Care Partnership. The approach:

- is **child-focused** - it ensures the child or young person – and their family – is at the centre of decision-making and the support available to them.
- is **based on an understanding of the wellbeing of a child in their current situation** - it takes into consideration the wider influences on a child or young person and their developmental needs when thinking about their [wellbeing](#), so that the right support can be offered
- is **based on tackling needs early** - it aims to ensure needs are identified as early as possible to avoid bigger concerns or problems developing
- **requires joined-up working** - it is about children, young people, parents, and the services they need working together in a coordinated way to meet the specific needs and improve their wellbeing

Within GIRFEC the use of Nurturing approaches allows key adults to create safe contexts for learning, underpinned by an understanding of children’s attachment and development needs. Strong, nurturing relationships support children and young people to develop skills, strengths and resilience. These can act as protective factors throughout life.



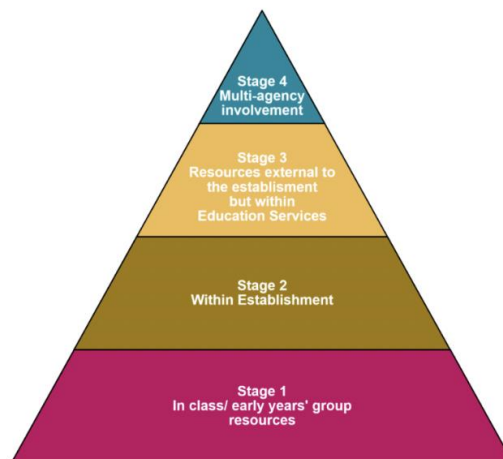
In Glasgow our assessment of need or risk sits within the National Practice Model for Getting it Right for Every Child and is made, in collaboration with the key people in a child’s life, using the My World Triangle and the risk matrix. Planning is considered in the language of the eight wellbeing indicators. This approach supports our understanding that it is not necessarily the number of Adverse Childhood Experiences (ACEs), or trauma of itself that will impact negatively on children’s attainment and success in life, but rather the absence of protective factors, including supportive, nurturing relationships, and opportunities to develop resilience and a range of coping strategies. Use of the risk matrix ensures that both risks and protective factors are considered as part of a holistic assessment.



## Staged Intervention

Glasgow City Council uses its Staged Intervention Framework to ensure that children and young people have their needs met in an open, fair and consistent way. The Staged Intervention Framework means that children and young people receive support at the right level in order to meet their needs. The forms of support required by individuals vary across and even within, stages.

There are four stages which indicate the level of support required by pupils in order to fully access the mainstream curriculum. At all levels of staged intervention, the voice of the child is placed at the centre of planning supports, and it is important that pupils feel empowered in terms of their own education. Though pupils do not necessarily have to move up through the stages in a linear manner, it is best practice to try supports at stages one and two so that pupils’ needs can be met within the school, prior to seeking support from other agencies. A brief overview of the process is set out below.



### ***Stage One – Universal Support***

All teaching staff have a duty to ensure that the needs of all children and young people are met within their classrooms. This can be done through the staged intervention process by ensuring appropriate and timely strategies are employed to engage all pupils e.g. differentiated materials are available and utilised, other staff are consulted regarding particular needs and a plan is put in place where this is needed. Strong partnership with school and home will ensure we do the best for all pupils and that every child/young person has the opportunity to achieve their potential. Parents and carers engaging in dialogue with their child regarding their school experience is important to this process.

Strategies which teachers could employ in their classrooms include:

- Differentiation (notes / homework)
- Target setting
- Use of dictionaries
- Use of accessibility features on iPad
- Seating plans
- Consulting with Head of Department
- Consulting with PTPC / Sfl / EAL
- Bid for support in class work
- Bid for support in class testing

### ***Stage Two – Within Establishment***

Pupils may be offered or may ask for additional support which can be provided within the school. These supports include such actions as participating in wellbeing groups (Seasons for Growth, Sleep Support etc.), ongoing enhanced tracking and monitoring, check-ins with a key teacher, support with accessible technology, a time-in card etc. Pupils who access these supports do not require a Wellbeing Assessment Plan (WAP), as per Glasgow's Every Child Included and Engaged policy, however, the school may agree to put one in place in consultation with parents or carers.

### ***Stage Three – Education Services***

Pupils who require support at this level may be working with an agency out with the school, but within Glasgow City Council Education Services. This includes work with Glasgow Psychological Services, Glasgow's Virtual School (Care Experienced Team and Interrupted Learners Service) and the area English as an Additional Language team. Pupils who are supported at this stage of staged intervention will have a plan (WAP) in place which is regularly reviewed.

### ***Stage Four – Outside Agencies***

Pupils who require support at this level will have input from agencies other than education, including the Health and Social Care Partnership. Pupils who are supported at this stage of staged intervention will have a plan (WAP) which is regularly reviewed.



## Planning for Learners

In line with staged intervention, and as per Glasgow's Every Child Included and Engaged policy, if a child or young person is identified as having an additional support need, it is important that appropriate planning is arranged to support them. This should be drawn up by relevant members of staff and will involve the pupil, the parents and any relevant multi-agency professionals. A planning meeting may be arranged and conducted in school, online or via telephone.

The plan can include:

- Who is a partner to the plan
- Reason for the plan - including details of a pupil's condition, special requirements, precautions, medication and any side effects
- Summary of the child's needs against the well-being indicators
- Desired outcomes
- Resources
- Timescales for action and change
- What needs to be done and by whom - who to contact in an emergency
- Any contingency arrangements, if necessary
- Arrangements for reviewing the plan.

## Wellbeing Assessment Plans (WAPs)

The SEEMiS Wellbeing Application is used to record and review pupils WAPs at stages three and four of staged intervention.

## Coordinated Support Plans (CSPs)

A Coordinated Support Plan (CSP) is a statutory document this is put in place for children and young people with the most complex and enduring additional support needs, where a high degree of co-ordination of support from education service agencies and other agencies out with education is required. It is a planning document to help co-ordinate the role and the degree of involvement of other agencies and is not linked to resources. It is subject to regular monitoring and review. Section 2 of the Education (Additional Support for Learning) (Scotland) Act 2004 sets out the criteria for eligibility to a co-ordinated support plan. There are four:

1. An education authority must be responsible for the child's or young person's school education (i.e. no CSPs for pre-nursery age children, nor for those educated by parental choice at home or in independent schools);
2. The child's or young person's additional support needs must be likely to continue for more than a year;
3. The additional support needs must be caused by one or more complex factors or by multiple factors
4. Crucially, significant additional support must be required from education as well as at least one of the following:
  - social work (or another, non-education, council function) services;
  - a Health Board; and/or
  - another local authority.



## Pupil Support at Hillhead High School

### Identifying an Additional Support Need

There are a variety of ways that the school ensures there are opportunities to identify needs and to plan for those needs throughout a pupil's time at Hillhead High School. This information is gathered at different times throughout the pupils' journey through education to maximise their progress in attainment and achievement. These include, but are not limited to:

- Information from primaries / other schools / carers
- Information from social work / parents or other agencies
- Information at enrolment of previous schooling
- Staff alerts
- Pupil self-referral
- EAL self-referral through which pupils ask for support
- 1 to 1 meeting with PTPC – areas of required support identified

### Transition Stages

At Hillhead High we recognise that transitions are important in the lives of pupils, and we work hard to ensure that additional support is offered at each key transition point.

#### ***Primary Transition – Universal Support***

The Depute Head Teacher responsible for Primary Transition, the Principal Teachers of Pastoral Care (PTPCs) and Principal Teacher Support for Learning, English as an Additional Language and Nurture (PT SFL, EAL & Nurture) visit primaries to gather information at key points in the school year and particularly in the months of April / May. Staff will talk to P7 pupils about their upcoming transition and involve previous students from that school to give an account of their experience coming to Hillhead High School. Pupil Support staff will attend any transition meetings as agreed in collaboration with the primary school.

#### ***Primary Transition – Enhanced Transition***

Enhanced Transition meetings are convened whereby it is felt that pupils would benefit from additional support in making the transition to secondary school. These Enhanced Transition meetings, where necessary, would include the parents or carers as well as PT SFL, EAL & Nurture, PTPC and other appropriate agencies such as Educational Psychology, School Health Service, Social Work etc. At the transition meeting discussion would centre around pupil needs, how these are met in primary and agreed actions for secondary. These actions could include arrangements such as a visual timetable, time-in card or an extended P7 buddy time. Staff from Hillhead High School will only be able to attend enhanced transition meetings where the pupil has secured a place at the school (i.e. if the pupil is in the catchment area or a placing request has already been approved by the authority).

As well as the 2 day and 4-day P7 transition visits, the Pupil Support Team may arrange additional transition visits to allow pupils to see the SFL, EAL and Pastoral Care rooms and meet key members of staff. They may also organise a tour of the school to allow pupils to become more familiar and comfortable with the building. In consultation with link primary schools these visits may begin in P6.

Following transition into secondary school a Post-Transition Review meeting may be held for some pupils with ASN to review the process and plan for next steps. These usually take place around the October break and would include appropriate outside agencies wherever possible.

### ***Option Choices Transitions***

In S2 pupils are invited to add personalisation and choice to their Broad General Education through an option choice process. Pupils take part in a scoping exercise and final option choice via a digital form accessed through their school iPad. All pupils have the opportunity at this stage in to receive additional support and guidance from their Pastoral Care Teacher in the form of an option choice meeting. Parents and Carers may attend this meeting should they wish or can contact their child's PTPC via email/telephone. Pupils with a recognised ASN will also be supported by the Support for Learning department through the check-in system, and, where appropriate, through discussion at staged intervention meetings/annual ASN reviews.

In S3 pupils make further option choices which allow them to select the certificate courses they will study in S4 and S5. At this stage much discussion and feedback about a pupil's progress will already have taken place at Parents' Evenings and through tracking reports. It is important at this stage that pupils select the correct curricular pathways which reflect the appropriate level of pace and challenge for each individual. As with the process in S2, pupils will be invited to take part in a scoping exercise and final option choice via a digital form accessed through their school iPad. All pupils have the opportunity at this stage in their schooling to receive additional support and guidance from their Pastoral Care Teacher in the form of an option choice meeting. Parents and Carers may attend this meeting should they wish or can contact their child's PTPC via email/telephone. All pupils will also be offered an opportunity to speak with SDS (Skills Development Scotland), the school's careers advisory service. As reflected in staged intervention procedures, pupils may also be eligible for additional support through the school's Pathways Team – Developing the Young Workforce School Coordinator, MCR Pathways Coordinator, PT Skills and Achievement, PTs Raising Attainment (time-limited posts) and Youth Worker. The PT Skills and Achievement will use the GCC Risk Matrix and will liaise with SLT, PTs/FHs and the wider Pupil Support team regarding mapping out the journey for specific young people to ensure their needs are met. Pupils with a recognised ASN will also be supported by the Support for Learning department through the check-in system, and, where appropriate, through discussion at staged intervention meetings/annual ASN reviews.

Post S5 choices are made prior to pupils completing their S5 year and are based on notional results from SQA certification. This means that there is often a degree of flexibility around planning for the S6 year and some changes can be made and supported in August. For pupils with ASN who are returning to school for S6, a final transition planning meeting will be held by the Pupil Support Team to ensure that a positive destination is planned for and supported. For those pupils who are not returning for an S6 year, this meeting should take place in sufficient time as to support applications for pupils' post school positive destination choices.

### ***UCAS and College Applications***

Pupils begin learning about 16+ choices and career management skills as early as S1 through the PSE curriculum. S3 is a crucial time in this process and, as outlined above, all pupils have the opportunity to support from SDS and their PTPC to help them make informed choices. In S6 (and for a small number in S5)

pupils will apply for their post school destination. Universal support is given to all pupils through information evenings, regular support sessions and meetings with SDS/Pathways/Pupil Support team. All pupils in S6 will complete a college application as standard, and pupils who wish to do so will be supported to apply to university through the UCAS system or employment. Pupils who meet certain eligibility criteria may be able to apply for a widening access programme which, on completion, supports pupils to enter university by changing entry requirements (see Appendix A).

### **Support for Learning (SfL)**

All young people can experience a short-term difficulty requiring some extra flexibility in their lessons or school week and SfL can work alongside PTPC to assist in making such provision. However, for other young people additional flexibility in teaching and learning is needed for a longer period. The SfL department works alongside colleagues across the whole school to support young people who require more than the first level of staged intervention (i.e. more than having their needs met by their classroom teachers). SfL can make provision through cooperative teaching, direct support, assessment arrangements and through access to assistive technology. SfL staff work closely with parents and carers and other agencies which support young people as well as subject colleagues and the wider Pupil Support Team.

The Additional Support Needs (ASN) register is published and made available to all members of staff on a secure server within the school. This register identifies those young people who require some additional consideration for learning differences such as Dyslexia, sensory difficulties, Autistic Spectrum Conditions etc. Pupils with EAL are also included within this register. For some young people, and as per stage intervention, hyperlinks are embedded within the register which take members of staff to a 'Pen Portrait'. This document provides more in-depth information for the pupil in terms of their difficulties, supports and strategies suggested, and possible assessment arrangements. Support plans (WAPs or group plans) for certain young people are developed as needed on an individual basis and always follow staged intervention procedures as outlined by GCC and Scottish Government. Once established they are regularly reviewed and there are annual reviews involving parents and PTPC in attendance and any other agency which contributes to the young person's overall support needs.

SfL invites departments to make 'bids' for in-class support, and these are expected to follow the Staged Intervention Framework. That is, they should involve children and young people needing specific interventions. Responses to bids are therefore prioritised to stages 4,3, & 2. From August to October the SfL and EAL department continues the transition work from primary by ensuring that the new S1 have a priority in terms of in class support and co-op teaching.

### **SQA Additional Assessment Arrangements**

Throughout their time in school pupils with ASN may require an alternative assessment arrangement which ensures that they have equal **access** to assessments and an equal opportunity to **demonstrate** the attainment of skills, knowledge and understanding they have acquired over the course of their studies. Hillhead High School adheres to the principles and procedures laid out by SQA and applies quality assurance procedures to ensure these are upheld. Assessment arrangements are only provided to those candidates "identified as having a physical (including medical or sensory), behavioural, mental health or learning difficulty that prevents them from accessing an assessment and demonstrating their attainment."

SQA must ensure that certification is rigorous and fair to all candidates and as such assessment arrangements must clearly be underpinned by the following four principles:

- Principle 1: Assessment arrangements are intended to enable candidates to demonstrate their attainment, not to compensate for lack of attainment. Assessment arrangements must be considered in the context of the distinction between a candidate's attainment and that of their ability to demonstrate their attainment under assessment conditions.
- Principle 2: Assessment arrangement must not compromise the integrity of the qualification. Assessment arrangements must be considered in the context of the assessment standards or competence standards for each qualification.
- Principle 3: Assessment arrangements must be tailored to meet a candidate's individual needs. Assessment arrangements must be considered in the context of the individual assessment needs of a candidate in each subject area.
- Principle 4: Assessment arrangements should reflect, as far as possible, the candidate's normal way of learning and producing work

Considering the above principles, it is normal practice within the school to begin discussing and using assessment arrangements from S1 for class tests or assessments. Though assessment arrangements may be advised by SfL (particularly where these have been suggested by partner agencies such as Health or Psychological Services) arrangements should be agreed and organised by classroom teachers in order to reflect a pupils' normal way of working within individual classes. Assessment arrangements may change over time depending on an individual pupil's needs. It is highly unlikely that a pupil's need for an assessment arrangement will only come to light following evidence gathering in S5, however, where this is the case it is imperative that the arrangement is discussed and evidenced appropriately as required. More information on the schools approach to providing additional assessment arrangements for SQA examinations within our Hillhead High School SQA: AAA policy.

### **English as an Additional Language**

Hillhead High School is a proud of its diversity and as such there are often as many as 83 first languages spoken within the school. Pupils whose first language (i.e. the main language spoken at home) is different to that of English are considered as having EAL – English as an Additional Language. The EAL department aim to enable EAL pupils to develop their English skills and fully access the curriculum. While there are some bilingual pupils who have been born in the UK who would benefit from support to develop higher order reading and writing skills, the majority of EAL support is directed at those pupils who have recently arrived from other countries and are New to English. EAL will be involved at the enrolment of pupils from other countries. This is a process which is ensured by SLT.

EAL staff support pupils from S1 to S6 in mainstream classes across the curriculum. They also support pupils who are new to English in small tutorial groups. EAL staff offer the SQA ESOL qualification (SCQF Levels 2-6) for certain pupils in S6, and S5 where appropriate/possible. The ESOL qualifications allow pupils who are fairly new to the country to gain an award on a par with English and allow them access to college and university. Generally speaking, pupils will have been new to the country during their secondary education to be eligible for a place in the ESOL class.

Pupils with EAL may be eligible to use a bilingual dictionary in their SQA examinations where they regularly do so in class. As with the ESOL class, pupils will have been new to the country during their secondary education to be eligible for additional time to use a bilingual dictionary and this arrangement does not apply to SQA examinations in English or a pupil's first/main language. Pupils cannot use additional time on its own – it must be used to access a bilingual dictionary and reflect a pupils' normal means of learning in class.

On arrival at Hillhead High School EAL undertake an initial language assessment which will determine the level of English a pupil is currently working at – New to English, Early Acquisition, Developing Competence or Competent. EAL work closely with teaching staff to advise them on language backgrounds, level of English, strengths and areas for support for bilingual pupils. EAL staff will also advise staff and students on strategies to support bilingual pupils in classes with Pen Portraits. Where a pupil's EAL needs are such that the EAL department requires additional advice, the school will contact GCC area EAL Service for advice.

### **Nurture**

Hillhead High School is committed to following a Nurturing approach within the context of Glasgow City Council's ambition to become a 'Nurturing City'. Hillhead High School offer pupils within S1 the opportunity to take part in a Nurture Group. This group meets in the SfL department – normally during period 1 each day – and provides a range of supports in order to support pupils to make the most of their secondary education. Support continues following S1 in the form of a Nurture check-in every couple of weeks. Where pupils are selected to participate in the programme, the Nurture teacher or a member of the Pupil Support Team will contact parents to invite pupils to attend. Potential attendance may also be discussed with parents/carers during enhanced transitions.

### **Pastoral Care**

As outlined above, early intervention is vital to ensuring pupils receive the right support at the right time, from the right person and Pastoral Care Teachers have a crucial role in early intervention and the staged intervention process. Pastoral care is as an essential part of the Hillhead High ethos and ensures that we keep pupils at the heart of all we do. Pupils are encouraged to fulfill their potential and are fully supported to overcome any problems they may face. We recognise that children and young people need to feel safe and secure, both physically and emotionally, when they are in school. They need to learn in an environment that is conducive to learning and in which they feel valued and respected. PTPCs are considered a pupil and their parent/carers' first port of call within the school and contact details are shared regularly with families.

The challenge for Hillhead High School in helping children and young people to benefit to the full from their education is to acknowledge that education is about the whole child. Teachers must equip young people with the confidence and skills to be effective learners and effective members of the community.

The duties of every teacher include:

- promoting and safeguarding the health, welfare and safety of young people
- working in partnership with parents, support staff and other professionals
- providing advice and guidance to pupils on issues related to their education
- contributing towards good order and the wider needs of the school

Pastoral Care staff in Hillhead High have a group of young people who they will work with to ensure their passage through school is a safe and successful one. Early intervention will ensure that young people are able to access all aspects of school life.

They do this in a variety of ways including :

- Personal and Social Education (PSE) programme
- Monitoring progress across all subjects
- 1 to 1 interviews and target setting
- Contacting parents or carers to ensure there is a coordinated approach to their educational experiences.

If Pastoral care staff feel that additional support is needed then supports can be put in place with the young people to remove any barrier to learning or liaise with appropriate agencies and parents / carers using the staged intervention planning processes – see more information on this below.

The development of a Wellbeing Assessment Plan (WAP) will always be considered for Care Experienced pupils. If it is agreed that a plan should be put in place this will be regularly reviewed and monitored. A CSP would also be discussed where longer term outside agency support is required.

Pastoral Care Teachers conduct a welcome interview for S1 pupils which is vital to ensure young people are supported at an early stage. These usually take place in September. Where pupils are identified as requiring additional support, an enhanced S1 welcome interview is conducted. The school also strives to ensure that pupils in S1 are delivered PSE by their own PTPC though this is not always possible. Throughout the rest of their time in school PTPCs will offer and arrange to meet pupils regularly as required. Pupils can always approach their PTPC or ask their parent/carer to contact them.

In collaboration with the Home School Support Worker (formally known as Attendance Officer) and SLT, attendance and late coming is monitored by PTPCs. PTPCs will alert parents/carers to any concerns with attendance and late coming as both adversely impact on a pupil's education. Supports may be offered to help pupils with this area if required.

In collaboration with SLT Pastoral Care Teachers are involved in monitoring and supporting pupils' academic progress as a result of tracking report data. PTPCs may meet with parents/carers to set and monitor targets or to discuss barriers to learning. Interventions such as homework clubs, a teacher mentor or support from SfL may also be considered at this time. Hillhead High has a coaching programme within the S4 and S5 cohort which further supports this process.

### **Pathways Team**

The Pathways Team works alongside the Pupil Support Team to ensure that all pupils achieve a positive post school destination. As outlined above the Pathways Team play an important role at key transition times and provide additional support and guidance on positive pathways throughout the rest of the session. Hillhead High School provides a Princes Trust class in S4 and college pathway in S5 for a select group of pupils. The

Pathways Team includes the Developing the Young Workforce School Coordinator, MCR Pathways Coordinator, PT Skills and Achievement, PTs Raising Attainment (time limited post), and Youth Worker.

### **PSE Curriculum**

At Hillhead High School we take a holistic view of pupil wellbeing. We understand that when children and young people have good relationships, they are more likely to feel confident about their learning, have higher self-esteem, to show resilience when faced with personal challenges and show respect for others. Staff, children and young people will know, understand and use the wellbeing indicators as an integral feature of school life. The Health and Wellbeing experiences and outcomes are embedded within the PSE curriculum and across the wider curriculum as appropriate. The PSE curriculum will provide children and young people with well-planned and progressive opportunities to explore diversity, LGBT and multi-faith issues, and to challenge racism and religious intolerance. Each member of the Pastoral Care team takes responsibility for overseeing and developing the PSE curriculum for a year group and the process is overseen by the Pupil Support DHT.

### **Staged Intervention Meetings**

The school operates a support system of staged intervention meetings. Through this staged intervention system Pupil Support staff can discuss and seek advice on how to support particular pupils and/or their families. The system includes Pupil Support Team meetings (PST), Staged Intervention and Inclusion Meetings (SIIM) and Joint Support Team Meetings (JST). Following this, and where difficulties persist then the city's Area Inclusion Group (AIG) may be referred to for support. The AIG also oversee the assessment of eligibility for a place in an alternative ASN provision.

### **Pupil Support Team Meetings (stage one and two)**

Meetings take place once a month within the school. Each PST has a particular focus in order to ensure that all additional needs are taken into consideration at key points throughout the session, however, any pupil can be discussed if a cause for concern has been raised.

The Pupil Support Team (PST) meetings are attended by:

- Principal Teachers of Pastoral Care
- Faculty Head SfL, EAL and Nurture
- Depute Head Teacher Pupil Support
- Home School Support Worker/MCR Pathways Coordinator/PT Skills & Achievement as per focus of the PST meeting.

Outcomes are recorded and action points followed up at future meetings. Pupil progress may be discussed at future PST meetings or their 'case' may progress to the Learning Community Joint Support Team (LC-JST) or a Staged Intervention and Inclusion Meeting (SIIM), if it is decided that additional supports are required. At each of these meetings strategies will be discussed, and actions assigned to individuals. Again, outcomes are recorded, and actions will be reviewed at future meetings.



### **Staged Intervention and Inclusion Meetings (stage three)**

The SIIM process is a general consultation meeting which follows a solution orientated format. It allows colleagues to discuss areas of difficulty and strength and to seek expert advice on potential strategies to support pupils. The SIIMs are attended by professionals from across the Hillhead Learning Community including the associated early years, primary schools and the Glasgow Gaelic Schools along with a member of Glasgow Psychological Services (an Educational Psychologist) and Speech and Language. Outcomes are recorded and action points followed up by the referring teacher. Specialised Dyslexia SIIMs are also held throughout the session where SfL staff can present cases of pupils who may be assessed as having a profile consistent with Dyslexic difficulties – these are also attended by a member of staff from the Glasgow Dyslexia Support Service (GDSS). *N.B As per GCC guidelines the school follows a particular process for assessing learners who may have Dyslexia and an overview of this process can be found in Appendix B.*

### **The Learning Community Joint Support Team (stage four)**

The LC-JST meets once a month and supports pupils across the whole of the Hillhead Learning Community including all associated primary schools, early years establishments as well as the Glasgow Gaelic School. As per guidance from Glasgow City Council, LC-JSTs follow a solution orientated process (see Appendix C). The referring professional (often the PTPC) will present a pupil's case to a 'core team' of the following professionals:

- LC-JST Chair – DHT Pupil Support
- Health and Social Care Partnership (usually a social worker)
- Educational Psychologist
- Representative from Early Years
- Representative from Primary
- Representative from Secondary – PT SfL, EAL & Nurture
- Campus Police Officer (where appropriate)
- Home School Support worker (where appropriate)

Parents / Carers may be invited to attend this or subsequent meetings. Outcomes are recorded and action points reviewed at future meetings.

## **Other Pathways of Support**

### **MCR Pathways**

MCR Pathways is a charitable foundation who have been working in Glasgow schools since 2007 and has been expanding nationally over the last 3 years. The MCR Pathways Coordinator is an integral part of the Pathways Team and Pupil Support system within Hillhead High School. MCR Pathways can provide support to Care Experienced, and other pupils, who may benefit from additional help to make the most of their time in school. The MCR Pathways Coordinator runs S1 and S2 group work sessions which empower pupils and help them to develop aspects of the wellbeing indicators within their lives. At S3 pupils have the opportunity to benefit from an MCR Pathways Mentor who can provide support in a number of ways.

Consent will always be sought from parents/carers and the pupil before a referral is made. For further information on the MCR Pathways programme within Hillhead High School see Appendix D.

### **Educational Psychologists**

As well as opportunities for consultation through the SIIMs and JSTs the Pupil Support Team work with the school's link Educational Psychologist on more systemic planning. This may include themes that are identified across the pupil population such as Emotionally Based School Non-Attendance, or national priorities such as Covid-19 wellbeing recovery. Further information, and a wealth of advice, can be found on the Glasgow Psychological Services website:

<https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/>

### **School Counselling**

All secondary schools in Scotland are provided government funding to support pupils in terms of their emotional and mental health. Glasgow City Council have arranged for this to be spent through support from Action for Children. Action for Children provide a one to one school counselling service to pupils at Hillhead High School who can self-refer for this. Counselling may also be discussed as a support strategy through consultation with parents/carers. The school has a dedicated counselling space which offers a safe, comfortable and confidential environment for these sessions to take place. For further information see Appendix E.

### **Mental Health Services**

Full details on supporting children with their mental health can be found in Hillhead High School's Mental Health policy. For pupils with mild to moderate mental health and wellbeing difficulties, their needs will often be best met through school and community-based services such as school nursing, school counselling, family support services and the Youth Health Service <https://www.nhsggc.scot/hospitals-services/services-a-to-z/glasgow-city-youth-health-service/>. Referrals to the School Nursing Service can be made through a pupil's PTPC and may be discussed as an action point from JST Meetings. Consent will always be sought from parents/carers and the pupil before a referral is made.

### **Child and Adolescent Mental Health Service (CAMHS)**

For full details on supporting children with their mental health see the Hillhead High School Mental Health policy. For children/young people experiencing more serious mental health difficulties that are impacting significantly on their day-to-day life, CAMHS will work collaboratively as part of the team around the child to provide specialist mental health assessment and/or intervention and consultation. CAMHS locality teams will provide services for children/young people who are experiencing: Severe Depression and Anxiety that is significantly affecting their day-to-day life and moderate to severe emotional and behavioural problems, including severe conduct, impulsivity, and attention disorders. Referrals to CAMHS are made through the LC-JST however, the school may be able to contact a pupil's locality team for discussion. The locality team assigned to support a pupil is based on the pupil's residential post code, and not that of the school. Consent will always be sought from parents/carers and the pupil before a referral is made.

## **Social Work Services**

Some pupils and families who transition to Hillhead High School will already receive support from the Health and Social Care Partnership through engagement with a social worker. The school will work closely with any professionals already involved in a pupil's support and will liaise with colleagues as per the WAP, or Child's Plan, if one is in place. For families who feel they would benefit from additional support from social work services the school can either make a call on the family's behalf to Social Care Direct or discuss possible supports through a referral to the LC-JST. Any parent or carer who would like support in this manner should contact their child's PTPC. If there is a fear that the pupil is in danger of immediate harm, child protection procedures will be followed with an immediate referral to the designated Child Protection Co-ordinator and Management Circular 57 implemented.

[www.goglasgow.org.uk/content/UserGenerated/file/Policies\\_Guidelines/ManagementCirculars/MC57.pdf](http://www.goglasgow.org.uk/content/UserGenerated/file/Policies_Guidelines/ManagementCirculars/MC57.pdf)

## **Other Agencies**

Where a pupil experiences an ongoing need for support Hillhead High School will work closely with other agencies as per staged intervention and the national practice model. The school currently works alongside several agencies including, but not limited to, the Hearing Impairment Service (HIS), Visual Impairment Service (VIS), Speech and Language Therapy (SLT) and Occupational Therapy (OT).

## **Information for Parents and Carers**

Parents and carers are encouraged to contact their child's Pastoral Care Teacher at any time with concerns about their child's support. PTPCs will be able to pass on queries to other colleagues in the school where required, or to suggest next steps. The following websites provide useful information for parents and carers who wish to find out more about supporting their child's additional (or potential additional) support needs.

<https://enquire.org.uk/>

<https://www.glasgow.gov.uk/girfec>

<https://www.glasgow.gov.uk/index.aspx?articleid=18941>

## Glossary of Terms

ASN - Additional Support Needs - A child or young person is said to have additional support needs where, for whatever reason, they need additional support with their education. This applies whether the need for additional support is temporary or ongoing.

Child's Plan - A personalised child's plan is developed when those working with the child or young person and family identify that a child or young person needs a range of extra support planned, delivered and co-ordinated. The child's plan should reflect the child or young person's voice and explain what should be improved for the child or young person, the actions to be taken and why the plan has been created. A Child's plan is usually drawn up by social work.

CSP – Coordinated Support Plan - Section 2 of the Education (Additional Support for Learning) (Scotland) Act 2004 sets out the criteria for eligibility to a co-ordinated support plan. There are four:

5. An education authority must be responsible for the child's or young person's school education (i.e. no CSPs for pre-nursery age children, nor for those educated by parental choice at home or in independent schools);
6. The child's or young person's additional support needs must be likely to continue for more than a year;
7. The additional support needs must be caused by one or more complex factors or by multiple factors
8. Crucially, significant additional support must be required from education as well as at least one of the following:
  - social work (or another, non-education, council function) services;
  - a Health Board; and/or
  - another local authority.

EAL - English as an Additional Language - The Government and the council are committed to supporting pupils for whom English is not a first language. The school has a department that progresses the needs of such young people.

JST - Joint Support Team meetings - a multi agency meeting where young peoples' needs are discussed once a month and strategies to support them and their families are agreed on.

PTPC - Principal Teacher Pastoral Care – support is offered by Pastoral care who have responsibility for the care and welfare of individual pupils. Pupils will normally have the same PTPC from S1-S6.

PSE - Personal and Social Education - Personal Development Courses aim to help learners become employable, contributing and independent members of society through the development of transferable life skills.

SDS – Skills Development Scotland - Skills Development Scotland (formerly known as the careers service) offer careers advice and support with applications to positive destinations. SDS have a critical role in supporting pupils into a positive destination whether it be training, further or higher education or employment.

SfL – Support for Learning – a department within the school which supports pupils with a wide variety of additional needs to access the curriculum.

SIIM – Staged Intervention and Inclusion Meeting – an education meeting where an Educational Psychologist or Speech and Language Therapist can offer advice.

WAP – Wellbeing Assessment Plan – an educational plan that reflects the additional support needs of a young person.

Wellbeing indicators (SHANARRI) - The 8 wellbeing indicators are: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included, and sometimes referred to as SHANARRI. The wellbeing indicators (SHANARRI) are informed by the UNCRC. They are overlapping and connecting areas that are fundamental to understanding what children and young people need in order to grow, develop and thrive.

## Appendix A - Information on Widening Access

Reach Programme	Access Programme	Top Up Programme	Other Widening Access Programmes
<p>The Reach programme, which is co-ordinated by the University of Glasgow, works with pupils with an interest in and ability to study a professional degree in:</p> <ul style="list-style-type: none"> <li>• Dentistry</li> <li>• Law</li> <li>• Medicine or</li> <li>• Veterinary Medicine and Surgery.</li> </ul> <p>Participants gain an understanding of career pathways, experience of university learning and teaching, support with every aspect of the application process and advice from staff and students on becoming a <b>dentist</b>, <b>Law</b> professional, <b>doctor</b> or <b>vet</b>. If the pupil successfully completes a pre-entry programme such as Reach then they may be given or considered for an adjusted offer of entry.</p>	<p>The Access to a Career programme at the University of Glasgow works with pupils interested in the following degrees:</p> <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Accountancy and Finance</li> <li>• Teaching (Primary, Technological and Religious, Moral and Philosophical)</li> </ul> <p>The programme works with pupils from S4 through to S6 who have the interest, potential and ability to study one of the target professional degrees. The Access to a Career programme is delivered by trained postgraduate tutors who work across a variety of other widening participation programmes and consists of in-school, and on-campus events, as well as online intervention. The campus events also benefit from input from current students and staff from each of the four professional degrees.</p>	<p>The Top-Up Programme is a preparation course for higher education for pupils who are currently applying for, or are considering applying for, Higher Education courses in university or college. The Top-Up Programme will help pupils prepare for Higher Education and equip pupils with the key skills needed for successful study in Higher Education. The Programme is facilitated by Postgraduate Tutors who will deliver in-school or online sessions over the course of several weeks. Pupils will also attend a campus session at the University of Glasgow or take part in an online campus workshop. They will experience a lecture, seminar and student life workshop. Pupils will also have submit a written piece of work, to be completed to academic standards. Pupils are assessed in three areas: Overall Performance, preparation and participation for a seminar and finally a written piece of work. If a pupil secures a profile of BBB or above, we will then pass their Profiles to all of the universities to which they have applied to. This could allow the pupil to receive an adjusted offer of entry.</p>	<p>To identify an applicant's full potential, universities and colleges look beyond grades. This is part of their commitment to address the current under-representation of certain groups within higher education in Scotland. Each university and college will have its own policy, so it's important pupils check their websites to understand whether they will be considered as a widening access student. Some examples of students who may be eligible include those who:</p> <ul style="list-style-type: none"> <li>• have successfully completed a pre-entry programme</li> <li>• live in a target postcode area. For example, in a low participation area as measured by the Scottish Index of Multiple Deprivation (SIMD)</li> <li>• have experience of being in care</li> <li>• are estranged from their family (not supported by their family)</li> <li>• have refugee status, or are an asylum seeker</li> <li>• are responsible for the unpaid care and wellbeing of a dependant (e.g. a relative, partner, or friend).</li> <li>• have parents who serve in the armed forces – or who have done so in the past (service children)</li> <li>• are from a Gypsy, Roma or Traveller background</li> </ul>

## Appendix B – Information on Dyslexia Assessment

The flow chart below indicates the necessary steps for assessment of potential underlying Dyslexia difficulties as per the policy for Glasgow City Council. It is important to note that an identification of Dyslexia is not reached from a single assessment but rather a collaborative process arrived at over time. N.B the time scale for stage one and stage two is usually around 6 months where no previous support was in place.

### Stage One

Teacher/parent/pupil/other agency identifies need for support

Classroom Teacher (in collaboration with SfL):

- Identifies areas of strength and need
- Begins collation of evidence including literacy profiles
- Benchmarks rate of progress
- Begins to provide differentiation

- PT Support for Learning monitors support within the establishment
- Parents/carers consulted and kept informed

- Generic consultation/advice/inset from additional services if appropriate (i.e. Glasgow Dyslexia Support Service, Psychological Services, ASL Technology)

*Sufficient Progress at Stage one = continue to monitor*

*Insufficient progress at stage one = continue to stage two*

### Stage Two

- Additional consultation between class teachers and SfL – this may involve a programme of work to be completed in class or within the SfL department
- Additional support strategies planned, implemented and reviewed
- Parents/carers consulted and kept informed

*Sufficient Progress at stage two = continue to monitor*

*Insufficient Progress at Stage two = continue to collaborative assessment meeting*



## **Collaborative Assessment Meeting**

- Pupil's assessment materials taken by PT SfL to a Collaborative assessment meeting (SIIM)
- Meeting attended by Glasgow Dyslexia Support Services and colleagues within the Learning Community
- An identification of Dyslexia is either agreed or not
- Outcome minuted by establishment and parents informed

*Dyslexia identified = support strategies for pupil planned, identified and reviewed*

*Dyslexia not identified = continue to monitor through stages as appropriate and take back to collaborative assessment meeting as minuted if appropriate*

## Appendix C – Information on the LC-JST

### What is the Joint Support Team?

The Joint Support Team (JST) is part of the support framework within the Hillhead Learning Community. It is a shared discussion between education and social work to find solutions to concerns about a child or young person's, wellbeing social care and learning.

Meetings take place once a month and staff from your child's school and other agencies will attend

Parents/carers, children and young people should already be involved in support discussions in school and you will be informed of the intention to discuss your child at the JST. Parent/carer and child/young person views will be sought as part of this process and any recommendations made at the meeting will be discussed with you afterwards.

In our Learning Community, we have chosen to follow a solution oriented approach when discussing children and young people at the JST

### What are solution oriented approaches?

A solution oriented approach is different to traditional helping methods in that it focuses on the present and the future, on the person's goals and how to achieve them.

The focus is what works for this child, rather than what is going wrong. We work together to discuss small changes that can be made to the child's life, recognising that these small changes can lead to bigger positive changes.




### Meeting Structure

The meeting follows a clear structure. The meeting is timed so that more time can be spent on generating solutions rather than discussing the problem in detail.

- The current concerns are discussed
- Individual strengths, talents and what is currently going well for your child are discussed
- Clear desired outcomes/ goals are set, both short and long term
- An action plan is developed including who will do what and when
- A date to review progress is set
- An appropriate person is identified to feedback all of the above to you.



## Appendix D – Information on MCR Pathways




### What does YST involve?


### Why do MCR offer mentoring?


### What is Young Scottish Talent?

Young Scottish Talent (YST) is a school-based mentoring programme that matches volunteer mentors with secondary school students. Our mentors come from all walks of life. They support the young person they're matched with through **one-to-one mentoring sessions in school for a period a week**. The YST programme also offers Talent Tasters – bite-sized experiences of college, university and employment.

**YST supports young people to achieve their full potential. We focus on three pathways and everything it takes to ultimately get the best job and career:**

College


University


Job


### Why your young person?

Your young person has been identified as having real potential and we would love for them to be involved. The YST Team and the school believe your young person will enjoy and benefit from having a mentor and all the other benefits our programme offers.

YST and the school want to provide your young person with extra one-to-one support. To ensure that their time at school is a really positive experience and that they leave having achieved the best qualifications and outcomes they are capable of. The benefits to YST's young people have been incredible...


- **Increased school attendance.**
- **Improved educational performance.**
- **Improved confidence.**
- **Increased focus & less behaviour challenges.**

### What are the programme outcomes?

Our impact on attainment, achievement and post-school destinations has been transformational.


**Number of pupils who went onto employment, further & higher education after leaving school**

81.6%



Mentored Care-experienced

56.3%



Non-Mentored Care-experienced



## What is my role as a parent/carer?

Your role is hugely important as you can help ensure that your young person is encouraged to get the most from the mentoring relationship and opportunities YST offers.

Showing interest in your young person's experiences and sharing in their excitement will really support them. Recognising any positive development in your young person's skills and achievements will help encourage their new found confidence. **The Pathways Coordinator in the school is always there to help and listen to any concerns or answer questions.**

## Who are MCR Pathways?

Young Scottish Talent is run by the charity MCR Pathways, an organisation **dedicated to helping young people find, grow and use their talents.** We all know young people can benefit from additional one-to-one support. Our team is particularly focused on supporting young people who have experience of the care system, or who have been recommended by their school as having great potential to benefit from the programme.

Since the programme's establishment in 2007, designed by young people for young people, we support young people across Scotland to get the best out of their education by fulfilling their true potential.

**“ The best part about mentoring is just having someone to talk to who isn't a friend or family member, someone who won't judge me for whatever I say and someone who will have the advice without pushing me too far ”**

Mentored Young Person, Aberdeenshire

**“ Since Liam started meeting his mentor, it has given him the opportunity to have somebody he can talk to. So, it means that he's not as stressed when he's coming home from school. It's someone he meets once a week and who he can talk with about how his day's been, or just things in general. It gives him the opportunity to offload if he's had a bad day. ”**

Isabel, Parent, Glasgow

Find more details at

[www.youngscottishtalent.co.uk](http://www.youngscottishtalent.co.uk)



YST Anderston Hub, MCR Pathways,  
Mitchell Library, North Street, Glasgow G3 7DN  
MCR Pathways is a SCIO regulated by OSCR,  
Scottish Charity number SC045816



MCR  
PATHWAYS

# Information for Parents & Carers

Mentoring bridges talent with opportunity

[www.youngscottishtalent.co.uk](http://www.youngscottishtalent.co.uk)



## Appendix E – Information on Action for Child



### Action for Children: Glasgow Schools Counselling Service

Action for Children is a UK charity delivering a diverse range of services across Scotland for the most vulnerable children, young people and families. Our services include youth justice, family support, employability and evidence-based wellbeing programmes. Our skilled staff build trusting relationships with pupils and families in order to gain engagement, and improve their wellbeing, resilience, outcomes and life chances.

### The Glasgow Schools Counselling Service

Glasgow City Council have funded Action for Children to deliver a new counselling service within the Glasgow Schools. Counsellors from a diverse background have been allocated to deliver evidence-based interventions and prevention strategies. The service provides early intervention strategies that support adolescents with low mood and anxious thoughts.

#### What to expect:

- Weekly 50-minute individual counselling sessions, over 6 weeks – for pupils to work collaboratively with counsellors to share their experiences, learn new techniques and practice their skills.
- Support from within the school setting – counsellors will work alongside the school team to deliver the GIRFEC principles of practice:  
<https://www.glasgow.gov.uk/article/19742/What-GIRFEC-is>
- Confidential conversations within a safe space – for pupils to feel heard within a private setting, whilst ensuring that risks are identified and reported immediately.
- Professional, evidenced based interventions – for pupils to engage with counsellors who are registered and regulated by professional membership bodies.
- Homework tasks and self-reflection – for pupils to begin to understand how they think/feel/act and apply new skills within their daily lives.
- Working alongside the Blue's Project – identifying individual pupils needs and pathways to support within the school.

#### How to get in touch:

For referrals, please contact your school's pastoral teacher

