

# West Partnership Event: Supporting and Promoting Non-Attendance.

## Summary of Discussion Activity

### Pupil Voice

Discussion Prompt:

*'In what ways is your service **building schools' capacity to understand and embed pupil voice as a core element of inclusive practice?***

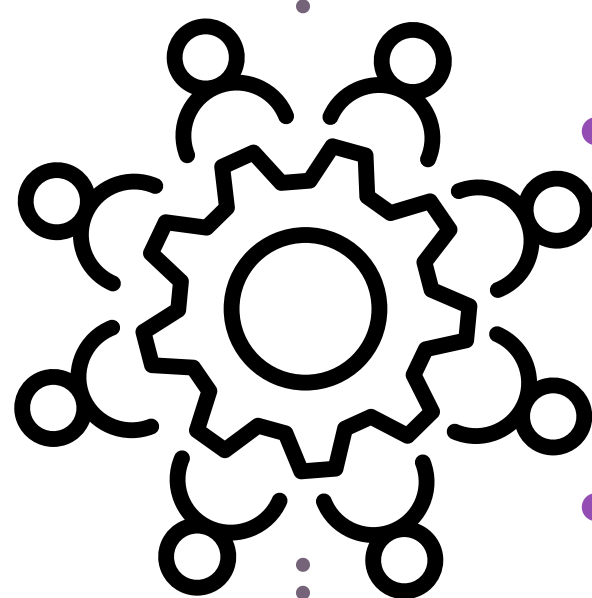
- Updating service consent procedures
- Developing resources for parents and young people to transparently explain EP role.
- Encouraging schools to capture YP views before TAC meetings/ consultations.
- Training and coaching in effective use of GIRFEC tools.
- Coaching on resources for gathering pupil views.
- Supporting schools in analysis and planning as a result of gathering pupil voice.

### Multi-Agency Collaboration

Discussion Prompt:

*'Can you share any **examples** of **effective GIRFEC** multi-agency planning?'*

- Practitioner within the Team Around the Child who knows the family really well.
- Making effective use of GIRFEC tools and resources.
- Multi-agency approach to whole service intervention.
- Frequent multi-agency dialogue.
- Partnership working.
- Staged intervention approach to casework.
- Themed joint assessment meetings.
- Identification for early intervention.
- Cluster transition planning.



## Environment

Discussion Prompt:

*‘Are there any **tools or resources** that you have found particularly helpful?’*

- **CIRCLE**

<https://education.gov.scot/resources/circle-resource-to-support-inclusive-learning-and-collaborative-working-primary/>

- **Connection & Nurture**

<https://education.gov.scot/resources/applying-nurture-as-a-whole-school-approach/>

- **Jerrica Holder Horizons EBSA Resources**

- **NAIT**

<https://www.thirdspace.scot/nait/education-resources/>

- **Be Well Survey**

<https://beewellprogramme.org/>

- **Glasgow Motivational and Wellbeing Profiles**

<https://education.gov.scot/resources/glasgow-motivation-and-wellbeing-profile-gmwp/>

- **Kids Website - Sensory Profiles**

<https://www.nhsggc.org.uk/kids/life-skills/joining-in-with-sensory-differences/>

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Discussion Prompt:

*‘Can you share any **examples of good practice**, in relation to inclusive school environments?’*

- **Focusing on engagement rather than just attendance**
- **Curriculum relevant/meaningful to young people future goals**
- **Silent bell policy**
- **Having young people in after school hours**
- **Safe Spaces**
- **Sensory aspects of environment to meet young peoples sensory preferences**
- **Access to quiet spaces/nurture support**
- **Alternative entry to school (entering via a quieter door)**
- **Soft starts/starting/finishing times adapted**
- **Access to toilet at a quiet time**
- **Flexible timetables**

