

A Guide for SIIM/JST referral and EP Involvement

A reminder of the purpose of Staged Intervention and Inclusion Meetings (SIIM) and Learning Community Joint Support Teams (LC-JST)

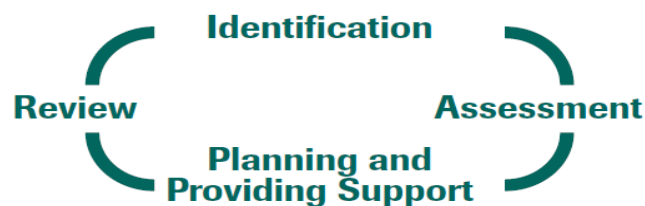
The SIIM provides a forum for discussion of support required and strategies to consider in response to unresolved wellbeing concerns. It allows this to take place on an individual level, as well as allowing thematic discussion to identify more strategic, development needs within the establishment/learning community.

The JST provides a similar forum on a more multi-agency level. The JST aims to work in partnership with children/young people and their families and to actively seek and record their views.

Getting It Right For Every Child (GIRFEC) is the strategic overarching framework for these forums.

Assessing wellbeing and planning support

A child or young person's need for additional support is addressed as shown in the diagram below through a cycle of identification, assessment, planning, providing support, and then reviewing the outcomes.

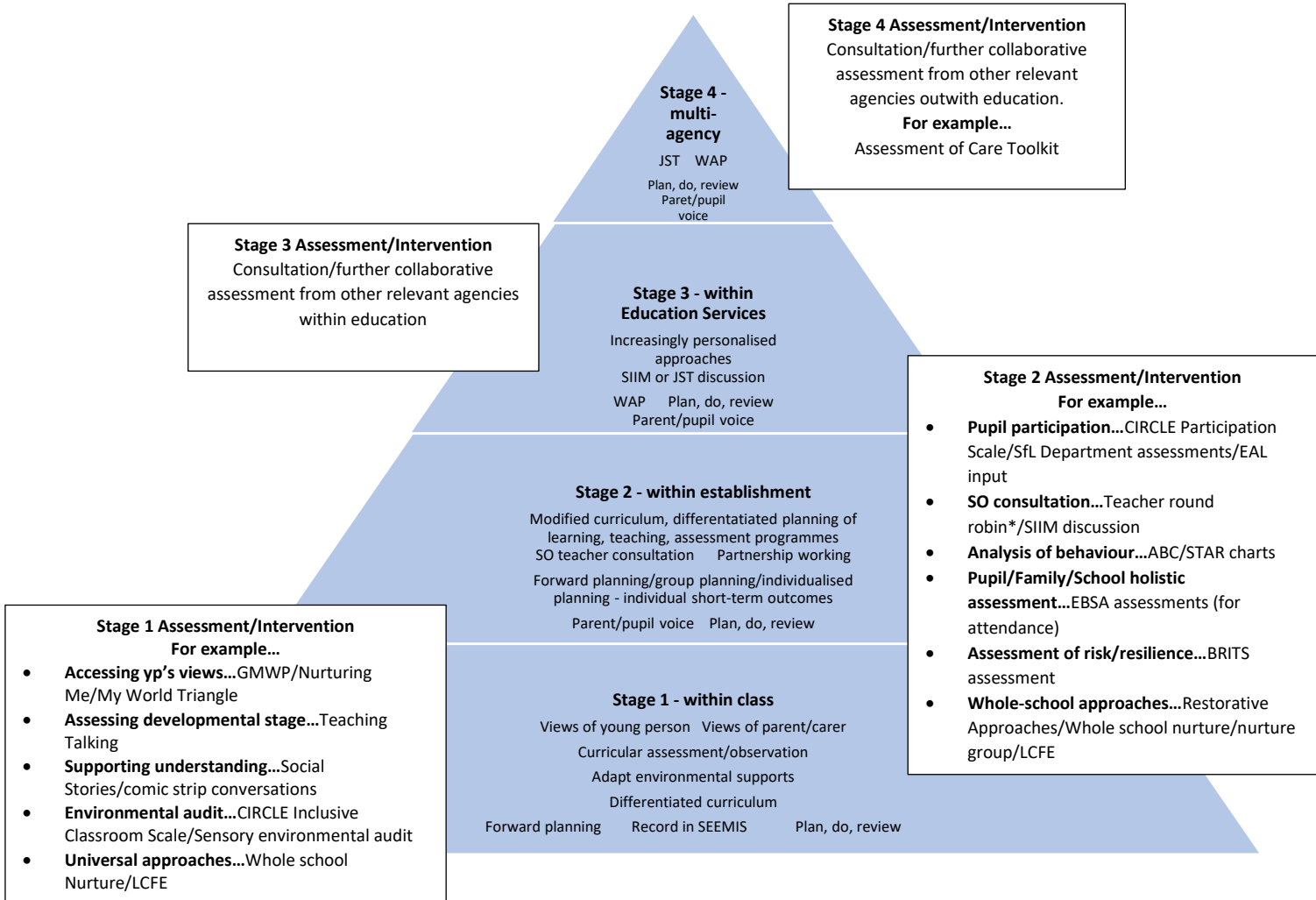


In Glasgow, the staged intervention framework guides us in meeting support needs. Staged intervention reflects the fact that children and young people who face barriers to their learning and wellbeing requires differing levels of support and intervention. Young people may move up or down the staged intervention framework – based on the review of assessment and support provided.

The key GIRFEC questions underpinning this process

<p>What is getting in the way of this child's/young person's wellbeing?</p>	<ul style="list-style-type: none"> • What are the main barriers? • What assessment do you have (assessment of yp and environment) to determine support needs? • Does your assessment approach meet the needs of the individual child?
<p>Do I have all the information I need to help this child/young person?</p>	<ul style="list-style-type: none"> • Do you have assessment to support planning in line with the national practice model? <ul style="list-style-type: none"> ○ Have you gathered views from the yp/parent/carer/other staff members? ○ Have you discussed approaches and their outcomes? ○ Do you have plans based clearly on outcomes and assessment?
<p>What can I do now to help this child or young person?</p>	<ul style="list-style-type: none"> • What intervention does your assessment information point to? • What supports and strategies are already in place? Are they working? <ul style="list-style-type: none"> ○ How long have they been in place? ○ How well implemented are they? ○ What is the impact of them?
<p>What can different agencies do to help this child or young person?</p>	<ul style="list-style-type: none"> • What additional help, if any, may be needed from others not present? What can other agencies support you with? <ul style="list-style-type: none"> ○ Stage 2 – consider accessing SIIM ○ Stage 3/4 – consider accessing SIIM or JST
<p>Have you consulted with the Child or young person?</p>	<ul style="list-style-type: none"> • Some tools to consider are listed in Appendix 1

What does assessment and planning look like at each stage of intervention?



Glasgow Psychological Service can provide support to access/implement any of the resources described above. They are not rigidly aligned with any one particular level and are provided to show what assessment might look like when a young person is supported within staged intervention. Assessment would be tailored to individual context – there is not an expectation that every assessment resource would be completed for every young person!

*NB: Please see example Teacher Round Robin in **Appendix 2**

Moving through staged intervention to a need for SIIM/JST discussion and EP involvement

Remember, your gathered Stage 1/2 assessment information needs to be analysed:

- What does the assessment suggest are the young person’s **main barriers**?
- What are your existing **short term outcomes** linked to planning for this yp?
- What **intervention** does your assessment information point to?
- What supports and strategies are **already in place**? Are they working?
 - **How long** have they been in place?
 - How **well implemented** are they?
 - What is the **impact** of them?

The SOA grid can support this analysis and should be completed prior to raising a young person at SIIM and JST. Considering your desired outcomes for a young person (as in the WAP) will also inform the assessment question that will clarify any missing information an EP can help the establishment to gather, and how they can support the young person (“**What can different agencies do to help this child or young person?**”)

Although subsequent discussion at the SIIM/JST will allow for further analysis of gathered information and desired outcomes, it is helpful if these are considered and completed by the establishment prior to the meeting. A SOA grid, with prompts and examples, is found in **Appendix 3**.

Some examples of desired outcomes that might be generated through the SOA grid, and subsequent roles that may be collaboratively identified for Psychological Services, are noted below.

Desired outcome (links to SHANARRI):	Example EP assessment questions: (What additional help can Psychological Services provide to help the young person?)
<ul style="list-style-type: none"> • X will feel safe in school • X will have learned, and be using, some strategies which help him manage his stress 	<ul style="list-style-type: none"> • What is causing/exacerbating X’s stress? • How can we support X to learn strategies to manage his stress?
<ul style="list-style-type: none"> • X will be able to attend and manage a short period of time in school • X will be able to manage transitions better 	<ul style="list-style-type: none"> • How can we engage X’s family to support his school attendance? • How can we ensure we have accessed X’s views appropriately and adapted the environment accordingly?
<ul style="list-style-type: none"> • X will have access to a curriculum that is appropriate to her stage of development • X will have predictability and structure in order to support her to access the curriculum 	<ul style="list-style-type: none"> • How can we build a fuller assessment profile of X’s developmental needs? • What areas of the curriculum do we need to target with additional support?

So...a checklist for taking cases to SIIM/JST

I have gained explicit consent from the YP/parent/carer for JST discussion	
In their absence, I can talk to the young person's and parent/carer's views on their wellbeing and the problem(s) being presented	
I have gathered and analysed information about the risks and resilience factors for the young person and any barriers to learning	
I can provide evidence of staged intervention...what's been tried, for how long, what is currently working well...	
I have an idea of what the specific goals/desired outcomes are for this young person (with their input)	
This assessment information has informed a WAP*, which details outcomes and interventions, and has parent/carer and pupil voice recorded	
I have completed a SOA matrix (risks; resilience/strengths; desired outcomes) and am clear on why I am bringing this case to SIIM/JST	

*May not be necessary for SIIM

Appendix 1

Consulting with children and young people: recommended tools

Tools	Short description	When might it be useful to use this?
GMWP	<p>The Glasgow Motivation and Wellbeing Profile (GMWP) is a questionnaire that explores young person's wellbeing and sense of motivation in the learning context. 50 item or 20 item questionnaires are available.</p> <p>A 20-item version with Boardmaker symbols can be printed and used with young people who would benefit from the use of visuals.</p> <p>A desired outcome could be discussed following on from the information elicited. It may be useful to add this and information from the strengths, issues and actions identified in the planning sheet in the SOA grid or WAP.</p> <p>Access to the tool and further support materials can be found here:</p> <p>https://blogs.glowscotland.org.uk/glowblogs/gmwp/</p> <p>Password: gmwp</p>	<p>The 50 item version is recommended for use with 8-17 years old.</p> <p>The 20-item version is similar to the 50 item version but only contains 20 all positive statements. This may be useful when it is thought that the young person may not be able to complete the 50-item version with support.</p> <p>It is important to read the guide on how to use this tool to facilitate a meaningful discussion, completing all parts of the GMWP.</p>
Nurturing Me	<p>'Nurturing Me' is a GIRFEC tool which captures the voice of the child. The main purpose is to allow the child to have their voice heard in relation to their perspective on their wellbeing. It is a mediated tool using concrete materials which allows children and young people to identify key people in their lives alongside the child's perspective on the closeness and importance of that relationship.</p> <p>Please find Nurturing Me guidance and materials here:</p> <p>https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/resources-consulting-with-children-and-young-people/</p>	<p>This tool can be used with preschool to primary aged children.</p> <p>Aspects from this can be easily mapped onto the SOA grid.</p>
My World Triangle	<p>As part of the National Practice Model, My World Triangle enables practitioners to assess strengths and wellbeing concerns in all aspects of a child's life. It also considers their strengths which can be organised around the triangle and can be used interactively. It examines the key areas of the child's circumstances under the headings: How I grow and develop , My wider world, What I need from people who look after me.</p> <p>It is currently used by school health.</p> <p>http://triangle.plexusmedia.co.uk/index.htm</p>	<p>This tool can be used with preschool to secondary aged children and families.</p> <p>The approach can be adapted to suit the abilities of a range of children.</p>

Social stories/ comic strip conversations	These approaches, developed by Carol Gray, are short descriptions of a situation, event, activity or conversations, presented in a concrete way. More information on social stories and comic strip conversations, including apps that can help create these, can be found here .	These tools may be particularly useful to prepare young people to participate in or feedback the outcome of a LC-JST to children and young people, particularly children who might benefit from information being presented in a concrete way, including children and young people with autism.
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Please find Nurturing Me and GMWP guidance and materials and the full LC-JST Consulting with Young People Best Practice Guidelines (20.09.19) via this link

<https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/resources-consulting-with-children-and-young-people/>

Appendix 2

YP's name / Year / Stage

Round Robin Date

Name (Role):	Subject:
On a scale of 0 to 10, with 10 being very calm and 0 being very distressed , how does [YP's name] generally present in your class?	
On a scale of 0 to 10, with 10 being very engaged in learning and 0 being not engaged at all , how does [YP's name] generally present in your class?	
What do you see when things are going well for [YP's name] in your class?	
What do you see when things are not going well for [YP's name] in your class?	
What successful strategies are you using to help [YP's name] in your class?	
What are [YP's name]'s priorities for learning in your class? What level is he/she/they working at?	
What else, if anything, do you feel would help [YP's name] achieve his/her/their learning potential ?	

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Appendix 3

Name of child/YP:		Stage/DOB:		Establishment:	
Date/Type of Meeting:		Attendees:			
Risks/unmet needs			Strengths/Resiliencies/Protective factors		
<div style="border: 1px solid black; padding: 5px; color: red;"> Child/young person's views – collated from GMWP, Nurturing Me, My World Triangle etc </div> <p>What are the risk factors? What are the unmet needs (SHANARRI)? What are you most concerned about? What assessment information is this based upon? Any information we don't know and need to find out?</p>			<div style="border: 1px solid black; padding: 5px; color: red;"> Child/young person's views – collated from GMWP, Nurturing Me, My World Triangle etc </div> <p>What's going well? What do you want to keep? Anything we could be doing more of? Areas of resilience, likes/interests...? Key adults?</p>		
Desired outcomes			Actions		
What do we want to happen? - these must be related to the child/young person and their unmet needs Which are short-term outcomes and which are longer term? Try to have no more than 1 or 2 Phrase them as <ul style="list-style-type: none"> <i>X will feel safe in school</i> 			What?	Who?	When?
			<ul style="list-style-type: none"> Start with short-term outcomes No more than 3 actions Be sure to put in a date to review <p><i>Initial consultation with EP to explore with those closest to X</i></p>		

<ul style="list-style-type: none"> <i>X will have learned, and be using, some strategies which help him manage his stress</i> 	<p><i>what is causing/exacerbating his stress</i></p> <p><i>X will be shown how to use breathing and relaxation techniques</i></p>	<p><i>PTPC to arrange</i></p> <p><i>Pastoral Care teacher</i></p>	<p><i>Initial consult. date</i></p> <p><i>Daily morning check in</i></p>
<p>How will we know?</p> <p>What evidence do we need to gather? Who will gather it and how?</p> <p><i>X will be asked to keep a feelings diary – this could be on his phone as a video</i> <i>PTPC will check in with X on stress levels weekly using some scaling</i></p>			