

### NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES:

- Improvement in attainment, particularly in literacy & numeracy.
- Closing the attainment gap between the most & least disadvantaged children.
- Improvement in children & young people's health & wellbeing.
- Improvement in employability skills & sustained, positive destinations.

### FV REGIONAL IMPROVEMENT COLLABORATIVE PRIORITIES:

- Improve attainment in literacy & numeracy for children & young people.
- Close the attainment gap between the most & least disadvantaged children and young people for numeracy & literacy.
- Improve the health & wellbeing of children & young people.
- Improve curriculum developments, learning & teaching to support employability skills & sustained positive destinations.

### STIRLING CHILDREN'S SERVICE PLAN KEY PRIORITY AREAS (2020-2023):

- Improving mental health & emotional wellbeing.
- Tackling child poverty.
- Improving outcomes for children with care experience.
- Improving outcomes for children with disabilities.
- Improving outcomes for children in need of protection.

## OUR PRIORITIES: GETTING IT RIGHT FOR EVERY CHILD

### PROMOTING POSITIVE RELATIONSHIPS & RESILIENCE

#### We will improve MH and wellbeing by: -

- Working with partners, young people and families through consultation and co-production to develop community MH and emotional wellbeing supports and services.
- Contributing to the development of a whole systems approach to improving children and young people's MH and wellbeing.
- Continue to support staff CLPL in Scottish MH First Aid - YPs course, Resilient Kids, Decider Skills & Seasons for Growth, VIG.

#### We will embed nurturing and trauma informed approaches by:

- Continue to support EYs settings and schools to implement nurturing approaches based on the six nurture principles.
- Support and develop the use of the nurture database as an evaluative framework.
- Promote trauma informed approaches using the neuro-developmental model in education and the neuro-developmental model in therapeutics through staff CLPL and, assessment.

### ADDITIONAL SUPPORT NEEDS (ASN) & INCLUSIVE PRACTICE

#### We will enhance learning and teaching by:

- Working with partners, children and families to raise awareness of ASN in EYs settings and schools.
- Support and develop inclusive practice across our settings.
- Support the development of educational approaches using the SCERTS model for children with ASD.
- Develop the educational psychologists' role in the neuro-developmental pathway.
- Continue to develop assessment practice in settings.
- Continue to support and lead the implementation & evaluation of PEEP Learning Together Programme.
- Use implementation science to facilitate the uptake of evidence based practice and research.

### REVIEW & DEVELOP EP SERVICE DELIVERY MODEL

#### We will:

- Implement and evaluate a locality-based approach.
- Review and develop our quality assurance processes.
- Review and develop our practice guidance.

## SUCCESS WILL BE WHEN:

Children & young people report improvements in mental health & wellbeing

Parent/carers report improved relationships & learning with their children

Improvements in attainment, engagement, participation are reported

Children and young people are participants in the design of supports and services

Children report they are getting the right support, at the right time, in the right place

### MILESTONES for 2021-2022

Pupils, families & staff will be consulted on inclusive practice

Second a teacher to work with families and children on nurturing approaches

Update & review GRG process and guidance

Development of a mental health strategy

Launch position paper on Inclusive Practice

Host an event to highlight and share nurturing practice

Launch transition guidance for education establishments

Evaluate the PEEP research with Stirling University