



Student Support Framework



Introduction

Brannock High School is committed to delivering both excellence and equity in line with Scottish Governments vision for education. We recognise that to deliver this aspirational policy agenda we need to meet the needs of all students through careful planning and monitoring of their progress.

Planning for Pupils

The majority of our students needs will be met through high quality learning, teaching and assessment experiences delivered in classrooms through Curriculum for Excellence Experiences and Outcomes and assessed using National Benchmarks.

Within a Curriculum for Excellence all pupils have their day to day learning recorded through their class teacher's daily, weekly and termly forward plans. However, some children may require a differentiated or individualised approach to planning which cannot be recorded robustly within classroom planning.

Our students who require additional planning, whether it arises from additional supports needs or a child's particular circumstances, will be supported using North Lanarkshire's GIRFEC Pathway for Planning and Support Framework. This framework allows pupils to reach their potential.

Continuum of Support Framework and Levels

The following framework and levels are underpinned by key Getting it Right for Every Child principles. The model is split into 3 levels:

Stage 1 – Universal:

Drawing on support from within the school (using classroom and whole school resources and support) and from within the universal provisions of health, e.g. advice, resources from allied health professionals), advice signposting from 3rd sector.

- Effective classroom planning
- Students needs are met through effective differentiation in the classroom, child centred strategies and effective learning and teaching
- Nurturing Environment
- Students needs reviewed through our Tracking, Monitoring and Reporting process
- Pupil tracking interviews
- Weekly PSE lessons allowing key staff to know and understand our students needs.
- Health and Wellbeing Resource Team (HART) (Early intervention/prevention)
- School Counselling services
- School link Community Police Officer
- Advice/Signposting from 3rd Sector (Educational Psychology, Social Work, Health)
- Information relating to pupils Additional support needs are available to staff through our ASN record.

Student Support Framework

Stage 2 – Additional:

As per stage 1 (Universal) but with the additional of support from Cluster resources and partnership with 3rd sector to address learning and wellbeing concerns of a pupil to improve their outcomes.

- Support for learning interventions
- Nurture Group
- Specific literacy/numeracy interventions
- Home School Partnership Officer input to support pupils/family
- GIRFEC/Multiagency planning meetings for individual pupils
- Partnership working – Psychological services, Health, Skills Development Scotland
- Consultancy and intervention – Social Work

Stage 3: Intensive:

As per stage 1 (Universal) and stage 2 (Additional) but with intensive support from cluster resources or integrated working with partner agencies.

- Child's plan, Getting it Right for Me Plan
- Bespoke packages/flexible support
- Cluster support



Student Support Framework

The Aims of Pupil Support

Providing excellent, effective education is the responsibility of all staff. The Pupil Support Team in Brannock High School contributes to this by striving to achieve the following:

1. To maintain a caring and welcoming school environment in which each pupil is known and valued.
2. To ensure that each pupil has opportunities to make full use of the school's excellent resources in the development of his or her own abilities.
3. To help prepare pupils for adult life and make informed and realistic choices about future careers, education and leisure activities.

Pupil Support Structure

Brannock High School operates a vertical 'House' System. Generally, pupils will work with the same Pupil Support Teacher throughout their time at Brannock High School.

Each House consists of pupils at all stages in the school, from S1 to S6. We try to ensure that members of a family are in the same House to allow pupils/families, as far as possible, to identify with the same members of the Pupil Support Team throughout their school career. This also allows more consistent contact between home and school. However, it is not always the case.

Pupil Support staff will get to know children and their parents/carer well in order to be able to offer support to our young people and their families, to offer advice on curricular matters including choosing subjects and to lend a sympathetic ear generally. Parents are asked to encourage their children to use the opportunity to talk about any issues in this way.

The first point of contact for any young person or parent /carer is the Principal Teacher Pupil Support.

Pupil Support Staff can be seen by appointment or in the case of a genuine emergency, sometimes immediately. Many matters can be dealt with by means of a telephone call. Simply ask for the Pupil Support teacher concerned and if he/she is not available, leave a contact number and they will return your call as soon as possible.

All Pupil Support staff link with external agencies in order to provide appropriate information, support and guidance to our young people. This may include Skills Development Scotland (SDS), Educational Psychology, NL Youth Counselling Service, Visual / Hearing impairment service, etc.

Student Support Framework

Student Support Framework Model

