

<p>Peebles High School Leadership Policy Paper</p>	 <p>One Peebles</p>	<p>Wisdom Compassion Integrity Justice</p>
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Title	Pupil Support
Quality Indicator	3.1 Ensuring Wellbeing, Equality and Inclusion
Strategic Lead	Donna Moretta
Date	August 2024
Vision	<ul style="list-style-type: none"> • Young people are safe, secure and resilient in order to fulfil their potential. • The needs of every individual learner are known and understood by all of their teachers and support staff • Every young person feels supported in their learning and their emotional wellbeing • PHS is a place where young people feel that they belong, feel safe and is a place where they want to be • Barriers to learning are broken down, possibilities are created and potential unlocked • Improve outcomes for young people by raising attainment and achievement of young people who experience barriers to learning
Outcome Statement 2024-25	<p>90% of young people will state that they have a good relationship with their Pastoral teacher (from 85% in 2023-24).</p> <p>80% of staff will state that they know where to find information on the needs of learners and are aware of strategies to use to support learners.</p> <p>80% of young people will leave school with 5 SQA qualifications.</p> <p>80% of young people will state they feel safe at school (from 73% in 2023-24)</p> <p>80% of young people will state they have someone in school they can talk to if they are worried or upset about something (from 75% in 2023-24)</p>
What? How? When? Who?	<p>What - Pupil Support is made up of Pastoral Care, Support for Learning, Inclusion (Connect) and the Enhanced Provision. Universal and targeted support is provided to meet the needs of all learners</p> <p>How - every young person has a Pastoral teacher who has responsibility for personal, social, curricular and vocational support (universal) and the delivery of Personal and Social Education. Pastoral Principal teachers work with partners both in and out of school to deliver targeted support to meet the needs of young</p>

	<p>people in their caseload. Support for Learning (SfL) staff receive referrals from Pastoral staff, Principal Teachers Curriculum and class teachers. SfL staff (teachers and Additional Needs Assistants) offer support for young people in wider school classes and in discrete classes within the faculty. They are instrumental in the identification of barriers to learning and share strategies to support learning with class teachers. The Inclusion (Connect) team offer an alternative curriculum which includes SQA qualifications to engage young people who have barriers to engaging with a wider school curriculum. The Enhanced Provision team supports young people with complex support needs - both in the Sunflower and Thistle classes and in the wider school. Pastoral Support Assistants (PSAs) monitor attendance and support young people and their families to reduce any barriers to attending school. They are part of the House team (House Head, Pastoral PTs and PSAs) who support young people to engage with learning.</p> <p>When - young people are allocated a Pastoral teacher when they start S1 and usually they have the same one as they move through the school. Siblings usually have the same Pastoral teacher. SfL and EP staff support young people in P7 with an enhanced transition. Young people are referred to Connect by Pastoral Principal Teachers (in collaboration with parents, class teachers and SfL staff). PSAs use information from primary schools to identify young people who may be at risk of non-attendance at school and offer targeted support as they transition to PHS.</p> <p>Who - Principal Teachers of Pastoral Care, Support for Learning (SfL) teachers and Additional Needs Assistants (ANAs), Enhanced Provision teachers and ANAs, Inclusion (Connect) teachers and ANA, Pastoral Support Assistants and Partners.</p>
Parent input	Parent Council representation
Pupil input	Annual feedback from young people
Next Steps 2025-26	Pupil Support staff will ensure the transition to the new school is a smooth process for young people. The alternative curriculum offer will continue to develop to offer young people more opportunities to engage in learning. Support for Learning and the EP staff will create a policy and toolkit to support young people with autism and help teachers to better meet their needs.