



Lennoxton Primary School

**Co-operation, Creativity, Honesty, Inclusion, Kindness, Respect
(School Values)**

1.0 Rationale

Achieving Equity and Excellence for all learners in Lennoxtown Primary School is our central aim. Two complementary frameworks: Raising Attainment and Wellbeing, provide clear guidance to schools to ensure that these aims are met.

This framework sets out the pathway that children follow to develop wellbeing in our school.

2.0 Context

The Children and Young People (Scotland) Act 2014 sets out responsibilities and statutory duties of staff working with children and families. Fundamental to these is a clear understanding of wellbeing and how this is developed, supported and safeguarded

Other relevant school policies which relate to wellbeing include:

- Child Protection
- Anti Bullying
- Promoting Positive Behaviour

3.0 Named Person

NHS and the Education Service must provide an Establishment Contact to each child and young person. Establishment Contacts must have the necessary skills, experience and training to fulfil their role and be familiar with the Common Core of Skills, Knowledge & Understanding and Values for the 'Children's Workforce' in Scotland. Health Visitors provide this service to pre-school children. (At Lennoxtown Nursery this is Karen Milne). At Lennoxtown Primary School children of school age have this service provided by our GTC - Registered Head Teacher and Depute Head Teacher. At Lennoxtown Primary School the Establishment Contact is Mrs Rona Coughlan, Head Teacher Acting.

4.0 Wellbeing

Staff undertaking Establishment Contact duties help to ensure that the Education Service fulfils its statutory responsibilities, however, all staff have a responsibility to provide children with personal support to enable them to gain as much as possible from the opportunities Curriculum for Excellence provides. The management team at Lennoxtown Primary School ensure that all staff are aware of and are supported in carrying out these responsibilities.

At Lennoxtown we improve outcomes by ensuring that our work is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual (HGIOS 4 3.1). We ensure equity of access and operate a continuum of support within the national Getting it Right For Every Child approach. This approach, based on the United Nations Convention for the Rights of the Child, is:

- Child focussed, ensuring that the child and family are at the heart of decisions and supports;
- Based on a holistic understanding of wellbeing;
- Early interventionist to tackle needs as soon as they appear;
- Joined up, to ensure services work together; and
- Our school works collaboratively with St Ninian's cluster establishments to ensure consistent approaches and share good practice.

5.0 Ethos, Relationships and Nurturing Principles

Our Vision

Our children, staff families and community will work together to provide a happy, safe and nurturing environment for all. It is our aspiration that all of our pupils are given every opportunity to achieve their full potential and in doing so are motivated and confident in meeting the challenges of life learning and work.

Values

- ❖ Respect
- ❖ Inclusion
- ❖ Kindness
- ❖ Co-operation
- ❖ Creativity
- ❖ Honesty

Aims

- ❖ To work together to create a safe, happy, nurturing environment for all to learn.
- ❖ To raise childrens' standards of attainment and achievement through providing a range of effective learning and teaching approaches which are stimulating, motivating and meets the needs of all learners.
- ❖ To ensure all children aspire to reach their full potential and feel a sense of achievement in all that they do.
- ❖ To nurture a growth mind-set ensuring all children are confident and motivated to contribute to lifelong learning and the wider world of work.
- ❖ To encourage creativity and independence in all learners and ensure everyone feels valued, respected and has the capacity to compromise.
- ❖ To promote the importance of strong partnership between home and school and the wider community through regular communication and planned activities.

Our staff work to ensure that children show co-operation, creativity, are honest, feel included, show kindness are respected and respect others. We do this by developing

positive and supportive relationships that are founded on a climate of mutual respect and trust within a strong sense of community, shared values and high expectations.

Nurturing Principles are known to impact positively on wellbeing and attainment in schools and at Lennoxtown we provide a safe and nurturing learning environment for learners. Nurturing Principles are at the core of our Wellbeing Policy:

- Children's learning is understood developmentally;
- The classroom / playroom offers a safe base;
- Nurture is important for the development of wellbeing;
- Language is a vital means of communication;
- All behaviour is communication; and
- Transitions are important in children's lives.

At Lennoxtown all learners are included, engaged and involved in the life of the school. Our staff challenge discrimination and are aware of the Protected Characteristics of: age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation. Our ethos enshrines these key principles and all staff actively work to ensure that children experience a positive, welcoming and safe environment. We have made adjustments to the curriculum or physical environment for children with a disability.

At Lennoxtown we have a Nurture Room where children can get additional support should they require it. If your child visits the Nurture Room for nurture then we will tell you about it and discuss it with you.

6.0 The Wellbeing Pathway: A Continuum of Support from Universal to Targeted

6.1 Universal Support

It is the entitlement of every child to be supported throughout their early education, formal education and onwards to adulthood. Our curricular experiences are planned by staff according to the Curriculum for Excellence design principles of:

- Challenge and enjoyment
- Progression
- Breadth
- Depth
- Personalisation and choice
- Coherence
- Relevance.

Using these principles, our teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most

cases teachers will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

'Differentiation involves adapting learning, teaching and assessment to meet the learning needs of individual children. It is not a single approach but includes a number of elements, for example modifying content, processes and products, or the wider learning environment. It is an integral part of learning and teaching.'

Within Lennoxtown Primary School, teachers employ the following model to provide a clear, structured pathway for learners.

6.2 Differentiation

- Modifying Content - use of learning materials at different levels;
- Modifying Process - varying the length of time children take to complete a task;
- Modifying Product - giving children choice in how to express ideas or required learning;
- Modifying Learning Environment - giving children areas to work which suit their learning styles.

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning. Support for Learning staff engage in formal and informal professional dialogue with staff to ensure that this aspect of Universal Support is well managed and may coordinate consultation, professional learning or access to specialist support.

Where intended progress does not take place, an underlying wellbeing concern must be considered.

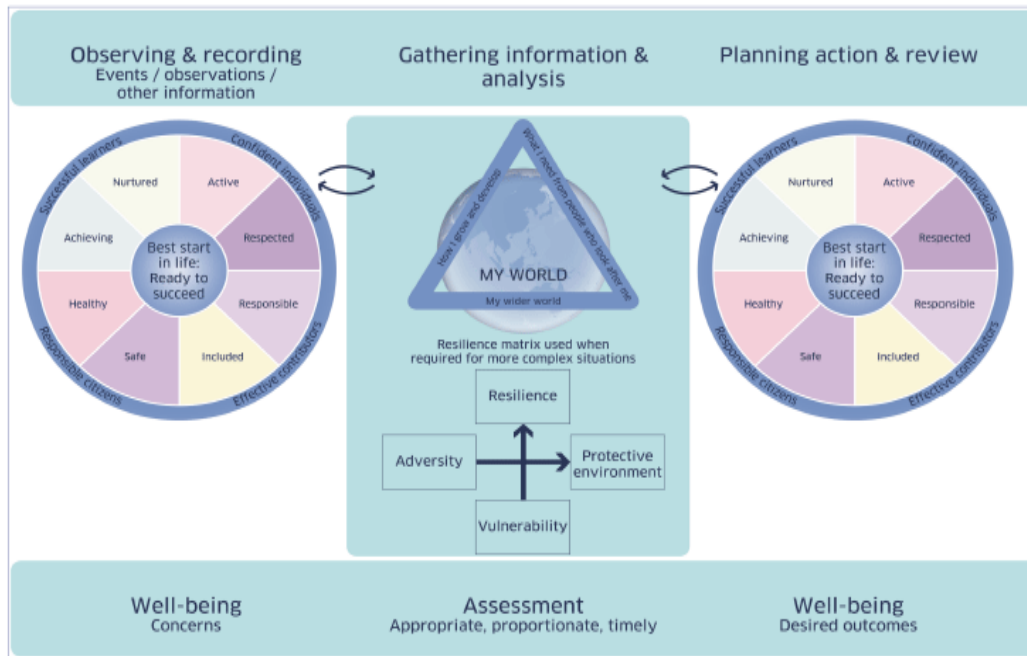
6.3 Targeted Support

When our Establishment Contact, Mrs Coughlan, HT or Mrs Curry, DHT, identifies or receives information that may indicate a wellbeing concern, the needs of the child are considered within the next stage of the Wellbeing Pathway. Ethos, relationships, nurture and other universal supports must be reviewed before children are assessed to determine whether they need a Targeted Support.

All pupils who are considered for Targeted Support, access this through their Pupil Support Group (Primary School) or Support for All Group (Nursery School). This ensures that staff comply with duties in Children and Young Person's Act 2014 and Additional Support for Learning Act 2004, 2009. At Lennoxtown Primary School, the Pupil Support and Support for All Group meet 5 times per academic year. If we need to discuss your child at a PSG or Support For All Group then we will discuss this with you.

All assessments to determine the need for Targeted Support fully involve the views of the child and parents, and are carried out using the National Practice Model. This contains tools of varying complexity which staff use to ensure information on wellbeing is gathered and analysed, resulting in SMART targets which are planned and reviewed. The tools are:

- The Wellbeing Indicators
- My World Assessment Triangle or What I think Tool
- Resilience Matrix
- National Risk Assessment Framework



6.4 Wellbeing Assessment

Our Establishment Contact (Mrs Coughlan, HT or Mrs Curry, DHT) identifies the next step in the Wellbeing Pathway by reviewing the information contained within the Wellbeing Assessment and coordinating the Wellbeing Plan on our computer system, SEEMIS. The Establishment Contact or the Support for Learning co-ordinator also:

- Ensures that the 5 Key GIRFEC Questions are answered
 - What is getting in the way of this child or young person's well-being?
 - Do I have all the information I need to help this child or young person?
 - What can I do now to help this child or young person?
 - What can my agency do to help this child or young person?
 - What additional help, if any, may be needed from others?
- Arranges Team Around the Child meeting dates
- Considers whether support needs are single or multi-agency
- Considers whether a multi-agency chronology is needed

- Considers whether there is a need for a Lead Professional
- Considers whether there is a need for a Child's Plan
- Considers and accesses Requests for Assistance

6.5 My World Triangle and What I think Tool

Where wellbeing concerns are complex, the Team around the Child will require a more holistic view of the factors impacting on a child's development. A full assessment using the National Practice Model is then completed to show strengths and pressures impacting on wellbeing. This is completed using the My World Triangle or the What I Think Tool. In most cases where there is a high level of need, risk and vulnerability, a Lead Professional from Social Work will be appointed, however there may be times when a Lead Professional from another agency, including Education is appropriate.

6.6 Child's Plan

There are two main considerations in deciding if a child requires a Child's Plan. The first is that the child must be assessed as having a wellbeing need relating to one of the wellbeing indicators. The second relates to what support is thought to be necessary to meet the wellbeing need. A statutory Child's Plan is required only when the wellbeing need cannot be met, or fully met, without one or more 'targeted interventions'. The views of the child and family are central to all stages of the assessment and planning process. The Team around the Child must also consider the need for any other statutory planning requirements that apply to the child's needs, for example a Coordinated Support Plan or Looked After Plan.

7.0 Information Sharing in Relation to Named Person Service

The principle of considering the wellbeing of the child or young person and seeking to share information to address wellbeing needs should remain the cornerstone of the GIRFEC policy. Only in exceptional circumstance would information be shared without consent. Our staff work in partnership with children and parents to seek views, where appropriate and manage personal and sensitive information. Staff understand that any information sharing in relation to child planning can and should continue to operate in accordance with the existing legal framework and guidance on data sharing, human rights and children's rights, including the Data Protection Act 1998 and the Human Rights Act 1998. They ensure that the information they share is proportionate and follow the Guidance contained in the Information Sharing Protocol.

8.0 Child Protection Processes

Where children are at risk of serious or imminent harm Child Protection processes apply. Staff follow Guidance and refer concerns to Social Work and / or the Police without delay.

The Named Person must be informed of Child Protection procedures but this must not delay action.

9.0 Lennoxton Primary School Pupil Support / Support for All Group

9.1 Core Functions

The Core functions of our Pupil Support / Support For All Group are to:

1. Discuss the needs of all children and young people who are experiencing wellbeing difficulties;
2. Prioritise the most vulnerable children including those who are
 - Subject to Child Protection activity;
 - Looked After, including those subject to formal kinship care;
 - Disadvantaged through environmental risk factors including poverty;
 - Young Carers;
 - In informal kinship care arrangements;
 - At risk of exclusion; and/or have
 - Poor attendance
3. Develop effective collaborations within the group which lead to improved actions and outcomes for pupils;
4. Discuss and agree appropriate support strategies, plan the implementation of the agreed strategies and monitor progress;
5. Plan for effective transitions, including the transfer of data from Establishment Contact to Establishment Contact e.g. transition from Nursery to Primary School and from Primary to Secondary School;
6. Identify where needs cannot be met at a local level and refer to the appropriate authority GIRFEC group;
7. Develop collaborative reporting to support referrals on to the authority;
8. Contribute to the process of improvement planning; and
9. Quality assure processes.

9.2 Membership and Roles

Staff undertaking Establishment Contact Service functions are core members of School Pupil Support Groups as shown overleaf.

Support For All Group - Lennoxtown Early Years Centre	PSG - Lennoxtown Primary School
Depute Head of Centre / ASN Coordinator (DHT) Head Teacher and Depute Head Teacher	Head Teacher Depute Head Teacher
<ul style="list-style-type: none"> • The HT chairs the meeting • The DHT oversees the running and administration of the group • The DHT arranges to minute the outcomes • The DHT links with partners 	<ul style="list-style-type: none"> • The HT chairs the meeting • The DHT oversees the running and administration of the group • The DHT arranges to minute the outcomes • The DHT links with partners • The DHT ensures effective communication of information within group and to other school staff
Health Visitor	Link Educational Psychologist
<ul style="list-style-type: none"> • Advises and supports group • Links with partners 	<ul style="list-style-type: none"> • Offers consultation to the group and may become involved in intervention, assessment or research
	Educational Support Teacher
	<ul style="list-style-type: none"> • Offers advice to the group and may be involved in further planned interventions
	Staff members with a particular support for learning remit / role
	<ul style="list-style-type: none"> • Informs the group and develops and implements Universal / Targeted / Support Plans with the support of colleagues
Wider Membership (as appropriate following invitation)	Wider Membership (as appropriate following invitation)
Supporting Families Worker Early Level Support Teacher Educational Psychologist And any other service as appropriate	Support for Learning Assistants Community Police Medical Services Attendance Officer Link from Secondary School Link from Early Years Supporting Families Worker Wellbeing Support Service And any other service as appropriate

9.3 Referral Processes and Information Management

Pupil Support Group Agendas

- Consider new cases which will require
 - Targeted Support
 - Targeted Intervention leading to Child's Plan;
- Screen existing cases;
- Thematically review cases;
- Quality Assure Processes.

New Cases

- New cases will be considered
 - following the completion of agreed differentiation procedures at class level and where no improvement has been demonstrated;
 - as a consequence of a request for assessment from a parent;
 - where preventative action may reduce the likelihood of a situation escalating;
 - where a pupil is at risk of formal exclusion;
 - to review provision for Looked After children (see Joint Protocol);
 - where Requests for Assistance, including access to specialist resources, may be required;
 - for consideration of a Child's Plan or CSP;

Operational Protocols

- All meetings are solution oriented
- When considering new cases Named Persons use the 5 GIRFEC key questions
 - What is getting in the way of this child or young person's well-being?
 - Do I have all the information I need to help this child or young person?
 - What can I do now to help this child or young person?
 - What can my agency do to help this child or young person?
 - What additional help, if any, may be needed from others?
- Relevant pro-formas and documentation are circulated to Pupil Support Group members at least one week in advance of the meeting;
- The Risk Matrix is the main tool for recording and assessing risk factors;
- Dates of meetings are diarised for a full session, bearing in mind the potential issues under consideration, availability of core staff, dates of related meetings such as the Cluster PSGs, EYCAT and GIRFEC Liaison Group;
- The minute of the group or action points are circulated to group members but considered the property of the school and therefore subject to the regulations regarding access. An extract of the portion of the minute referring to a specific child is made available to pupils and parents on request;

- Referrals come to the Pupil Support Group Chair via teaching staff, guidance staff, members of the Senior Management Team, Pupil Support and / or learning support team and the external members of the team;
- Pupils and parents also have a mechanism through discussion with Named Person for self-referral;
- The PSG Chair prioritises items to ensure that appropriate time is available for discussion. Where extended Team Around the Child (TAC) meetings are indicated, these are arranged separately and their deliberations brought to the group.

10.0 Involvement of Children and Parents

Protocol for involving children and families

- Universal Support:
 - Child and Family are consulted by the HT or DHT or Depute Head of Centre and informed of outcome of differentiation of tasks, activities or resources; where appropriate;
 - Information leaflet is passed on.
- Targeted Support
 - The Views of the child and family are presented at the Pupil Support Group or Support for All Group meeting or in advance of meeting via Wellbeing Assessment, Child & Young Person Report or similar;
 - Any outcome or decision of the Pupil Support Group is communicated to child and family in whatever method has been agreed during initial discussions.

11.0 Quality Assurance

At Lennoxtown Primary School we undertake regular monitoring and review of Pupil Support Group or Support for All Group. As part of this process schools

- Gather the views of all stakeholders in respect of Named Person service
- Monitor the effectiveness of decisions made by the Pupil Support Group
- Contribute towards Education Service Quality Improvement Reviews
- Contribute towards East Dunbartonshire Council & Partners GIRFEC reviews
- Contribute towards data collection for DCYPP (Child Protection Committee) Performance Management Group

12.0 Advocacy and Children's Rights

All our practices are mindful of the need to promote children's rights and offer advocacy services. Children can self-refer to charities which offer Advocacy; for children who are Looked After, Who Cares offer this service.

13.0 Complaints

Children and families who wish to complain about any part of their experience within the Pupil Support or related groups contact the Head Teacher in the first instance. Such complaints are handled in line with East Dunbartonshire Council Corporate Complaints Procedure.

Where complaints are within the domain of the ASL Act (amended 2009), other formal routes apply. Mediation and dispute resolution are provided by the education authority free of charge. For matters concerned with co-ordinated support plans, families appeal to the Additional Support Needs Tribunals for Scotland.