Torrance Primary School

PERSEVERANCE
KINDNESS
RESPECT
ACHIEVEMENT

WORKING TOGETHER TO BE ALL WE CAN BE

Attainment, Achievement & Equity for All Framework to Ensure Wellbeing

1.0   Rationale

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

This Framework sets out the pathway that children follow to develop wellbeing in our school. Wellbeing is central to our school vision, values and aims.

Vision
At Torrance Primary, our vision is *"Working together to be the best we can be."*

Values
The Torrance Primary community promote and uphold the values of Respect, Perseverance, Kindness and Achievement.

Aims
At Torrance Primary we aim to SHINE! We are:
STRIVING: for high standards in learning and teaching to enable pupils to achieve their full potential. (Article 28)
HAPPY AND HEALTHY: Promoting positive health and wellbeing of the whole school community through a caring, respectful ethos. (Article 24, 31)
INSPIRING: Fostering a love of learning and curiosity about the world around us. (Article 29)
NURTURING: Building confidence and resilience in a supportive environment ensuring the needs of everyone are met. (Article 12, 23)
ENGAGING: Providing rich experiences that challenge thinking, encourage ambition and promote success. (Article 28)

We recognise the school's powerful capacity to promote the health and wellbeing of every individual within its community. By adhering to our aims we can empower our children to make wise and discerning choices about their own lives and their role in society.

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 policies which supplement this framework within Torrance Primary, and relate to wellbeing are Child Protection, Anti-Bullying, Promoting Positive Behaviour.

3.0   Named Person

NHS and the Education Service must provide a Named Person Service to each child and young person. Named Persons 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. In Torrance Primary School the Named Person is the Headteacher but some duties may be delegated to the Depute Headteacher.

4.0   Wellbeing

The Named Person helps 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.

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; and
- Joined up, to ensure services work together.

5.0   Ethos, Relationships and Nurturing Principles

At Torrance Primary School all staff ensure that children are safe, healthy, achieving, nurtured, active, respected, responsible and included. We do this by developing positive and supportive relationships that are founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.

Nurturing Principles impact positively on wellbeing and attainment in schools and we strive to provide a safe and nurturing learning environment for learners. Nurturing Principles are at the heart of our school's approach to wellbeing.

The nurturing principles are:

- 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
- Transitions are important in children's lives

All our learners are included, engaged and involved in the life of the school. Staff at Torrance Primary School are expected to challenge discrimination in all its forms. Our school's ethos encompasses these key principles and all of our staff actively ensure that children experience a positive, welcoming and safe environment. This may require reasonable adjustments to the curriculum or physical environment for children with a disability.

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. Curricular experiences are planned by our staff according to the Curriculum for Excellence design principles of:

- Challenge and enjoyment, breadth
- Progression
- 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 some of our learners may experience developmental or environmental difficulties which impact on their ability to learn.

'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.'

Education Scotland Knowledge into Action, 2015

Within Torrance Primary School, our teachers provide a clear, structured pathway for learners using the following differentiated approaches:

- 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. All staff engage in formal and informal professional dialogue to ensure that learners' experiences are well managed. This may involve consultation, professional learning or access to specialist support.

Where intended progress does not take place, a wellbeing assessment will be undertaken.

6.2 Wellbeing Assessment/ Targeted Support

All pupils who are considered for Targeted Support, access this through our Pupil Support Group.

All assessments to determine the need for Targeted Support fully involve the views of the child and parents and are carried out the 'What I Think' tool.

The Senior Management Team oversee the Wellbeing Pathway by:

- Reviewing the information contained within the Wellbeing Assessment
- Ensuring 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?
- Arranging Team Around the Child meeting dates
- Accesses Requests for Assistance as appropriate.
- Ensuring a wellbeing support plan with targets, actions and timescales is drawn up and shared with staff, parents and pupils as appropriate.

Where barriers to learning are more complex the Team Around the child would:

- Consider whether support needs are single or multi-agency
- Consider whether a multi-agency chronology is needed
- Consider whether there is a need for a Lead Professional
- Consider whether there is a need for a Child's Plan

6.3 National Practice Model

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. 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.

The National Practice Model 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 Triangle
- Resilience Matrix
- National Risk Assessment Framework
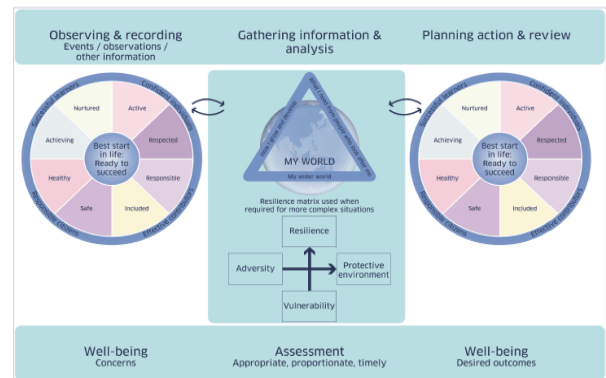
6.4 Child's Plan

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 duties to share information in the CYP Act are created within the established framework of Scottish, United Kingdom and European law including the Data Protection Act 1998 (the DPA) and the European Convention on Human Rights (ECHR). Our Staff work in partnership with children and parents to seek views, where appropriate and manage personal and sensitive information. Staff at Torrance Primary School understand that they must share information which is likely to be relevant and ought to be provided. They ensure the information they share is proportionate and follow 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[1] 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.

---

[1] Child Protection Policy (Education)

9.0   Pupil Support Groups/Support for All

9.1   Core Functions

The Core functions of a Pupil Support 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 Named Person to Named Person;
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 Name Person Service functions are core members of School Pupil Support Groups as shown overleaf.

Early Years	Primary	Secondary
Head of Centre/ASN Coordinator (Partnerships) Head Teacher or Depute Head Teacher (Local Authority)	Head Teacher Depute Head Teacher	Depute Head Teacher (Pupil Support)
• oversees the running and administration of the group • arranges to minute the outcomes • links with partners	• oversees the running and administration of the group • arranges to minute the outcomes • links with partners • ensures effective communication of information within group and to other school staff	• oversees the running and administration of the group • arranges to minute the outcomes • links with partners • ensures effective communication of information within the group and with the school
Health Visitor	Link Educational Psychologist	Link Educational Psychologist
• advises and supports group • links with partners	offers consultation to the group and may become involved in intervention, assessment or research	offers consultation to the group and may become involved in intervention, assessment or research
	Educational Support Teacher	PT Pupil Support or SfL
	offers advice to the group and may be involved in further planned interventions	informs the group and supports and implement any actions with colleagues
	Staff members with a particular support for learning remit/role	Designated or individual members of guidance team
	informs the group and develops and implements Support Plans with the support of colleagues	represents and liaises with colleagues or represents the needs of their particular guidance group
Wider Membership (as appropriate following invitation)	Wider Membership (as appropriate following invitation)	Wider Membership (as appropriate following invitation)
Supporting Families Worker Early Level Support Teacher And any other service as appropriate	Support for Learning Assistants Community Police Medical Services Attendance Officer Link from Secondary Link from Early Years Supporting Families Worker WSS And any other service as appropriate	Individual Guidance Teachers D.H.T (year group responsibility) Attendance Officer Medical Services Community Police Skills Development Scotland Link from cluster primaries Voluntary agencies Learning Locality Development Officer 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 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 proformas 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 and informed of outcome of differentiation of tasks, activities or resources; where appropriate
    - Information leaflet is passed on

- Targeted Support
    - Views of child and family are presented at PSG 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

Schools undertake regular monitoring and review of Pupil Support Groups. 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 Chidlren'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 Named Person or Head of Centre 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.

Appendix 1: Health and Wellbeing at Torrance Primary

Partnership working:
- Partnership with parents
- Educational Psychologist
- Language & Communication Outreach
- Wellbeing Support
- Education Support Teacher
- Social Work
- Sensory Services
- Health Services
- CAMHS
- Speech & Language Therapists
- Occupational Health
- Community Police

Ethos:
- Vision, Values and Aims
- Children's rights
- Nurturing Principles
- Behaviour charter
- Restorative Practice
- Emotion Works
- PAThS Programme
- House system
- Pupil Committees
- Masterclass programme
- Pupils Voice
- Buddy System

Tracking and Monitoring:
- CfE levels (literacy & numeracy)
- Meeting Learner's Needs meetings (universal & targeted support)
- Assessments (Standardised & ongoing)
- Wellbeing assessments
- SIMD/Risk matrix
- Attendance and latecoming
- PEF interventions
- Wider Achievements
- Extra-curricular clubs

CLPL/PRD:
- EDC training
- Educational Psychologist support
- Education Support Teacher
- In-house training
- PRD/PDR targets
- External specialists
- Cluster training

Curriculum:
- Progressive Health and Wellbeing planners
- Children's Rights
- Emotion Works
- PAThS
- Assembly programme
- Outdoor learning/Woodland Play
- Learning for Sustainability

Related Policies:
- Anti-Bullying
- Promoting Positive Behaviour
- Raising Attainment

Child Protection:
- Legislation: National/EDC
- Staff CPD – annually
- Confidential filing
- Partnership with Social Work, Health, Police, Educational Psychologist

Transition Arrangements:
- Nursery to Primary
  - Support for All meetings
  - SLT/Teacher visits
  - TAC meetings
  - Transition profiles
  - Regular visits to school for TEYC children
  - Induction meeting for parents/carers
  - Enhanced/bespoke transitions
  - Shared project
- Class to class
  - Transition/Tracking meetings
  - Transition folders
  - Class visits
  - Transition passports
  - Enhanced transitions
- Primary to Secondary
  - PSG meetings
  - Transition programme
  - TAC meetings
  - SEEMIS information
  - Transition profiles
  - Enhanced/bespoke transitions
  - Lifelink group support

Personalised support:
- Pupils Support Groups monthly
- Universal support records (termly)
  - 4 contexts of differentiation
  - Group/Individual targets
  - ABLE resource
  - CIRCLE resource
  - SLA/CA timetable
- Targeted support (2x year)
  - SHANARRI assessment
  - TAC meetings (2x year)
  - Action plans (teacher, pupil, parent input)
  - ABLE resource
  - CIRCLE resource
  - SLA/CA timetable
- Targeted Interventions:
  - SHANARRI assessments
  - TAC meetings
  - Child's Plan
  - ABLE resource
  - CIRCLE resource
  - SLA/CA timetable

Addressing barriers to learning:
- Personalised support
- Family learning
- Partnerships with parents
- Partnerships with external agencies
- SIMD/Risk Matrix
- PEF interventions
- CIRCLE resources
- Dyslexia/Dyscalculia evidence gathering
- Lunchtime nurture group
- Breakfast club
- Nurture groups
- DCD group
- Seasons for growth
- Young Carers
- Lifelink counselling
- Pet therapy