

Purpose

The purpose of this policy is to promote excellent practice in order that George Watson's College can fulfil the requirements of current Scottish legislation and effectively support and meet the social, emotional, mental, physical and learning needs of the children and young people. It reflects the School's aim to embed a coherent and consistent approach to the provision of Additional Support for Learning and Wellbeing from 3 through to 18 years.

Aim and scope

The Pupil Support Policy is intended to be the central reference point for staff across the college to ensure an understanding of the principles underpinning, and the approaches to the provision of, support.

This policy aims to establish an overarching framework under which relevant school policies sit including our Additional Support for Learning Policy and our Health and Wellbeing Policy.

Rationale

Working towards 'Getting it right for every child' (GIRFEC) and in line with the Children and Young People (Scotland) Act 2014 and the Education (Scotland) Act 2016 we aim to ensure that children's and young people's rights are respected, their voices are heard and their needs are met.

In line with The United Nations Convention on the Rights of the Child (UNCRC) we believe that every child and young person is entitled to support to enable them to gain as much as possible from the opportunities which the curriculum in and out of the classroom can provide.

The following Articles underpin our commitment to supporting children and young people:

Article 28 *You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

Article 23 *You have the right to special care and education if you have a disability, as well as all the rights in this Convention, so that you can live a full life.*

We believe that every child and young person is entitled to expect that their education will provide them with opportunities to:

- Access learning activities which meet their needs
- Review their learning and plan next steps
- Plan for opportunities for achievement
- Prepare for changes, choices and transitions along with support through these processes
- Work with partners

The policy supports the development of the school ethos emphasising the importance of the learning environment, inclusion and equality, approaches to developing positive relationships and behaviour and the safety and wellbeing of children and young people.

These are promoted in the following ways:

- Approaches to care and welfare for pupils and staff take account of 'Getting it Right for Every Child' (GIRFEC), Health and Wellbeing national policies, legislation, strategies and frameworks.
- Information to support individual pupils with specific learning challenges or barriers to learning can be found in their Pupil Learner Profile.
- A range of information for parents are distributed to parents at key points and are available on the school website.

- Encouraging parents to identify and contribute their ideas, and make suggestions for improvement through the Primary Liaison Group and Senior Liaison Group, parent surveys and other planned meetings.
- In the Senior School the Positive Behaviour system and in the Junior School the Rights Respecting Behaviour Guidance and Classroom Charters are displayed throughout and promoted consistently.
- Developing emotional wellbeing, resilience and growth mindset in all children and young people.
- Through the Personal, Social and Health Education curriculum.
- Developing pupil voice through seeking feedback in surveys, with the Pupil Councils, focus groups and pupil representatives on school committees.
- Reward systems and year group assemblies.
- S6 UNITED, Peer Mentoring and Junior School Pupil Council Ambassadors.
- Through school music and drama events.
- Through outdoor education, extra-curricular activities and day/residential trips

Staged Intervention Process: delivering support

Universal Support

All staff and partners within George Watson's College have a duty to adopt a child-centred approach which promotes and supports wellbeing, inclusion, equality and fairness. This entitlement to universal support for all children and young people is rooted in the environment in which children and young people learn, as well as the ethos of George Watson's College.

Pupils are provided with opportunities to realise their full potential for achievement. A focus on learning and progress is important in contributing to the universal aspect of support. All children and young people should have frequent and regular opportunities to discuss their learning and development with a key adult who knows them well and with whom they have a mutually trusting relationship:

- In the Junior School, all teachers are expected to know individual children very well. They have the main pastoral and academic role for all the children in their class. They know how well they are progressing and can identify any support that may be needed. Attainment or pastoral concerns are referred to the appropriate member of the Junior School Leadership Team.
- In Secondary, teachers and Form Tutors know the children and young people they work with very well. Learning conversations and the completion of self-reports are used across the school to allow children and young people to set personal goals and targets. Class teachers know how well children and young people are progressing in their subjects and can identify any support that may be needed and refer concerns to relevant staff.

In Junior and Senior School the Key Adults responsible for Pupil Support:

- Facilitate the smooth transition from Nursery to Junior, Junior to Senior School and from Senior School to adult life, including induction into the school; links are made with external nurseries, primary and secondary schools. (Pastoral Care and Support for Learning staff)
- Ensure that each child and young person is known personally and in some depth through one-to-one interviews, classroom contact and involvement in outdoor education, excursions and trips, as appropriate.
- Pupils who have additional support needs in their lives (e.g. arising from learning environment, disability and health, family circumstances, social and emotional difficulties) and log information, as appropriate.
- Liaise with other colleagues to ensure the correct support for children and young people.
- Communicate with representatives of partner agencies to help and support pupil progress.
- Communicate and collaborate with Junior School Leadership Team and Senior School Leadership Team, teaching and support staff to encourage and challenge all pupils in their learning and development.
- Monitor individual pupil achievement and attainment, taking steps to support pupils where required.
- Monitor late-coming, attendance, achievement, attainment and behaviour issues.
- Work closely with parents/carers.
- Help pupils make appropriate curricular choices.
- Provide high quality careers advice.
- Write reports on pupils for various bodies and external agencies.
- Deliver, and support others to deliver, a coherent and high quality programme for Personal, Social and Health Education and Study Skills.

Targeted Support

Targeted support is any additional focused support which children or young people may require for short or longer periods of time to help them overcome barriers to their learning and wellbeing.

The need for such support can arise from, for example, specific learning difficulties, social, emotional or behavioural needs, health or mental health issues, bereavement or family issues. This approach also encompasses children and young people who require more choices and more chances to achieve positive, sustained post-school destinations. Targeted support and assessment is usually coordinated by staff with additional training and expertise through a staged assessment and intervention process. Depending on the level of need, this support may be delivered directly or indirectly by a classroom practitioner, learning support staff, school nurses or partners, such as our school counsellor, health professionals, the Community Adolescent and Mental Health Specialists (CAMHS) or our educational psychologist.

Who Needs Targeted Support?

The need for targeted support can arise from:

- Transition information
- Parental concerns
- Staff concerns
- Self-referral by pupils
- Analysis of information internal and external
- Secondary pupil support staff use:
 - 'Round Robins'/internal emails
 - Pastoral information entries
 - Year Team meetings
- Post report interventions.
- Children, young people and their families experiencing complex problems and needing support to resolve these.
- Systematic monitoring and analysis of pupil performance and progress through:
 - analysis of pupil data
 - termly reviews of progress in Primary
 - monitoring of CfE levels and progression, Early level -Third level
 - S4-S6 exam data.
- Referrals received through the Integrated Support Process.

Staff who have contact with children and young people are informed of how to support learners who require targeted support or general monitoring in the following ways

- Through Child's Plans, where appropriate.
- Through 3sys Special Needs and 3sys Pastoral Management/Behaviour.
- Information is updated and staff alerts issued
- throughout the session, as appropriate.
- The process involves the following key people to ensure children or young people reach their full achievement and attainment
- The child and young person (where appropriate and dependent on age), parents/carers and school staff
- The Key Adult. In the Junior School the class teacher would be the first point of contact in consultation with the Deputy Headteacher. In the Senior School this role is managed by Pupil Support staff, secondary Form Tutor or other member of staff, as appropriate.
- Support for Learning staff and teachers liaise regularly, particularly at key transition stages.
- In the Junior School coherent links between specialist support staff, partners and teachers take place regularly. Class teachers and JSLT have joint access to 3sys Pastoral/Behaviour system, holding Child's Planning meetings and meetings with colleagues from various outside agencies as required.
- In the Senior School coherent links between specialist support staff, partners and teachers take place through fortnightly Joint Support Team meetings, fortnightly Guidance Pastoral Care meetings, Support for Learning and Pastoral Care 3Sys notes which Pupil Support staff and SSLT have joint access to,

Support for Learning and Pastoral Departmental Meetings, annual review meetings, Child's Plan meetings and meetings with colleagues from various outside agencies as required.

- Other professionals, as appropriate, including nursery and pre-5 colleagues, educational psychologist, speech and language therapist, school counsellor, Children and Families Social Care, health, Community Adolescent and Mental Health Specialists (CAMHS) and Skills Development Scotland

Approval and review details

This policy will be scrutinised and approved by the Governing Council and the implementation will be overseen by SSLT and JSLT. The policy will be reviewed in March 2020.

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