

St Matthew's PS



Wellbeing Policy and  
Procedure  
January 2018

## Rationale

St Matthew's Primary is committed to early and effective intervention for all young people and families who need support. The work of professionals within St Matthews reflects legislation and guidance available to bring about long term positive impact in terms of the learning, wellbeing and safeguarding of children, young people and their families.

The Scottish Government is committed to achieving the very best outcomes in life for all children and young people. As a result, Scottish educational law outlines a framework for children to be supported to make sure they benefit from education and reach their full potential.

The [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#) outlines how to meet the needs of children who require additional support to ensure they can make the most of their education. Amendments were made to this act in 2009, which became law in November 2010.

"The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their fullest potential. It also promotes collaborative working among all those supporting children and young people and sets out parents' rights within the system."

[\(Supporting children's learning code of practice 2010\)](#)

Under this law, any child who needs more or different support to what is normally provided in schools or pre-schools is said to have '[additional support needs](#)'.

Children may need extra help with their education for a wide variety of reasons. A child's education could be affected by issues resulting from:

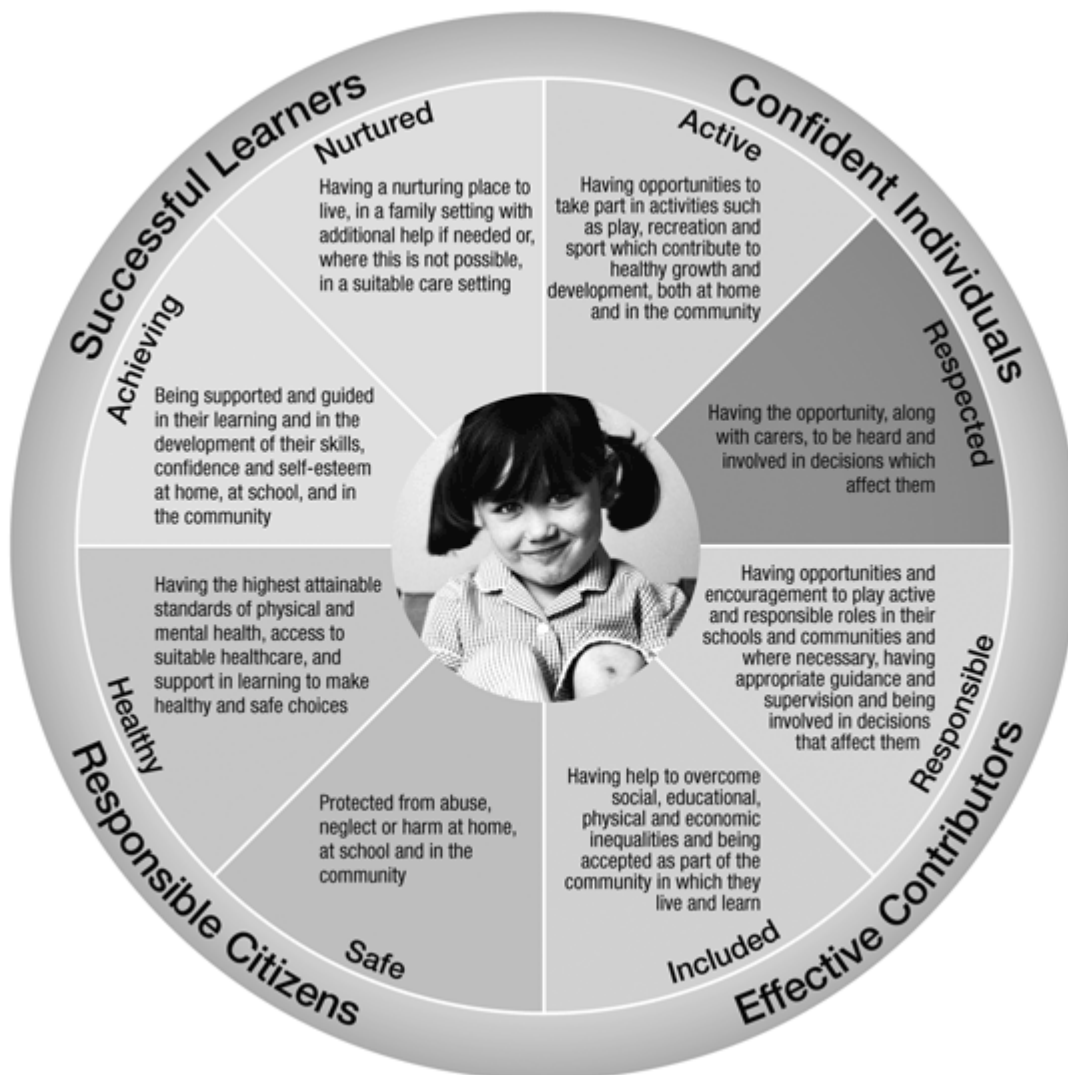
- social or emotional difficulties
- behavioural difficulties
- problems at home
- illness
- being particularly gifted
- a sensory impairment or communication problem
- a physical disability
- being a young carer
- moving home frequently
- having English as an additional language.

It is not possible to list all the reasons because it will always depend on the individual child. What is important is that many circumstances may affect children's ability to learn so support may need to come from health, social work or certain voluntary organisations, as well as from education. Professionals with different areas of expertise should all work together to make sure any support a child gets is properly tailored to their individual needs.

A child's needs may last a short time, and the problem may be resolved easily, or their needs might be very complex, possibly requiring additional support for many years or for life. Whatever a child's needs, everyone involved should try to identify them as early as possible and provide the necessary support in a way that does not make a child feel singled out.

The Child and Young Person's Act Scotland 2014 and Education Act (Scotland) 2016 also bring a duty of care to ensure that all young people's views are considered and that those who are especially vulnerable are given every opportunity to be heard. This is especially the case where capacity is an issue. In Scotland, a national programme called [Getting it right for every child](#) (GIRFEC) aims to improve outcomes for all children and young people. The well-being wheel has been developed as

part of the GIRFEC programme. This shows the main ways in which professionals can support children to ensure their overall well-being. A child's well-being and other outcomes can be assessed against the eight indicators in this wheel: safe, healthy, achieving, nurtured, active, respected, responsible and included. These are called the SHANARRI wellbeing indicators. For all children and young people to achieve their potential and become successful learners, confident individuals, effective contributors and responsible citizens — the aim of [Curriculum for Excellence](#) — they must each be helped to do the best they can on these eight indicators.



### Planning and Support

All teachers are accountable for meeting the needs of their learners whether this relates to learning and/or wellbeing issues. In St Matthew's there is a process which is used to identify, assess and support the learning and wellbeing needs of children and young people. This continuum of support should provide:

- a record of impact, action and support for individual children;
- an inclusive approach which involves parents, children and relevant staff and support services;
- agreed GIRFMe Plans with those who are most vulnerable or with the most complex needs

requiring a Childs Plan;

- d) a commitment to a solution focused approach to resolving issues early and at the least intrusive level of intervention; and
- e) a structured monitoring and review cycle.

This continuum of support is now identified as Universal Support; Targeted Support and Targeted Intervention reflecting HGIOS 4. This process will be detailed in the following pages.

**Key characteristics of continuum of planning and support process in East Dunbartonshire**

- b) All establishments within East Dunbartonshire Council follow a standardised framework for Wellbeing and Raising Attainment. Therefore, by default, there are standardised approaches to identifying, planning, recording, monitoring and reviewing the wellbeing and additional support needs of individual children and young people;
- c) The additional support needs of all children and young people are addressed by the planning and support process, regardless of the origin of these needs;
- e) Children, young people and their parents are fully involved in the process;
- f) In the case of children under three who may not be placed in an educational establishment, these responsibilities will rest with the Early Years Community Assessment Team (EYCAT)
- g) The level of intervention required to meet an individual's additional support needs is always determined in a way which is most appropriate and least intrusive to that individual;
- f) There is a shared understanding in establishments that planning for individual children and young people is an integral part of planning for all; and
- h) The educational, personal and social development needs of children and young people are met through a range of children's services working in partnership with each other.

## UNIVERSAL SUPPORT - differentiation within the learning environment/classroom

Teachers provide support in the classroom to all learners and through monitoring and tracking procedures. UNIVERSAL SUPPORT becomes appropriate when existing practice does not secure progression in learning, attainment or wellbeing. Universal support is required when more detailed and specific differentiation is needed, this is planned for and documented using a Record of Universal Support (Appendix 1) and kept within Forward Planners. The effectiveness/impact of the planned differentiation is evidenced in assessment data and evaluations. Concerns may be raised by a parent, teacher or agency.

Progress and improvement are achieved through further differentiated planning, learning and teaching; assessment and learning environment within the existing group or class working.

Examples of learners requiring UNIVERSAL SUPPORT would include:

- A dyslexic learner whose needs can be met within the classroom e.g. through additional reading programmes such as Toe by Toe, paired reading or tutorials
- A learner with ASD with sensory issues which can be alleviated through small adjustments to the learning environment or as a result of risk assessment
- A child or young person who participates more fully using visual timetables
- A child or young person who has demonstrated a sustained lack of engagement and attention across the curriculum
- More able learners

A learner with both learning and existing health and wellbeing concerns should be considered as requiring UNIVERSAL SUPPORT unless there is evidence of the poor effectiveness and impact of strategies on progression and wellbeing. At this point, a Health and Wellbeing assessment (Appendix 2) is carried out by the Class Teacher to identify possible underlying wellbeing issues and key areas of action and support. The assessment, completed with the child, would determine whether he remains with this level of support. Actions should always be focused on securing direct outcomes for children and their families within best use of existing resources.

For most children and young people, their needs will be met within the classroom and learning environment. These young people will be working within the variety of different and appropriate group settings. The following examples are not exhaustive and indicate instances where Targeted Support or Targeted Intervention is **not appropriate**.

- Coping well
- No wellbeing indicators
- Making progression within their curriculum
- High functioning ASD strategies in place
- Makes and maintain positive peer and adult relationships
- Social interaction is positive

- Organised, responsible
- Participate successfully in the life and ethos of our schools and establishments

## TARGETED SUPPORT <sup>1</sup>

TARGETED SUPPORT should be considered when UNIVERSAL SUPPORT strategies are not working, and the learner does not make expected progress. At this point the Class Teacher would complete an Internal Request for Assistance (Appendix 3). It is important that a wellbeing assessment is completed prior to an Internal Request for Assistance. Both the wellbeing assessment and Record of Universal Support are attached to the Internal Request for Assistance. An Internal Request for Assistance can be made at **any point in the term** and should be made to the Support for Learning Co-ordinator (DHT). The Internal Request for Assistance will be discussed at the weekly SMT meeting and the outcome/recommendations discussed with the Class Teacher following this meeting. A Request for Assistance to the local authority can also be made at this point by DHT following parental permission.

For young people requiring Targeted Support, the focus should continue to be the differentiation in teaching and learning in addition to the actions required to support wellbeing and the joint working with partners from education. Parental consent for discussion at a Pupil Support Group PSG must be sought at this point.

At Pupil Support Group Meetings or collaborative meetings, the Team around the Child (TAC), including parents, identify additional support or planning to support existing and new referrals. At this point a GIRFme Plan targets will be appropriate and will be drafted at the Pupil Support Group Meeting. The targets identified will be logged on the Wellbeing App/ Seemis and updated by the Support for Learning Co-ordinator (DHT). The introduction of appropriate strategies and the impact of these should be monitored by the Class Teacher. These strategies should take account of prior learning and may be developed in some instances with advice from, and in consultation with, appropriate education support services.

Agencies and partners at this stage would include Health Visitor, School Nurse, Teacher for the hearing and visually impaired, Wellbeing Service Staff, EALS and speech and language therapists.

To meet the criteria for TARGETED SUPPORT, there must also be a Wellbeing concern.

## TARGETED INTERVENTION <sup>2</sup>

---

<sup>1</sup> All young people who are Looked After are deemed to have additional support needs as per the Education (Additional Support for Learning) (Scotland) Act (Amended 2009). It is expected practice that education considers the needs of young people who are Looked After against the criteria for consideration of a CSP as outlined in EDC's policy. In most cases, young people who are Looked After would be considered as requiring TARGETED SUPPORT or TARGETED INTERVENTION depending upon the range or complexity of their needs. As with all Looked After young people, the joint protocol between Education and Social Work must be adhered to. This means that due process must be followed including a Team around the Child meeting for those at risk of exclusion or prior to an exclusion. This relates to the young person's vulnerability, safety and wellbeing.

<sup>2</sup> Refer to previous footnote.

The young people requiring Targeted Intervention have **long term and significant** learning and wellbeing issues which require multi-agency support for the learner to make progression. Tools used to assess risk and need include the National Practice Model and My World Triangle, leading to a Child's Plan being drawn up.

At Pupil Support Group Meetings or collaborative meetings, parent(s), staff or another agency has identified a child/young person needing further support or planning from **out with** the existing pre-school or school setting and this may involve other agencies in addition to appropriate education support services.

Consideration of a young person's needs which require TARGETED INTERVENTION will be best informed by staff updating the relevant Child/Young Person's Report and Wellbeing Assessment. This would provide evidence of progress being made; highlight new or further concerns in terms of wellbeing and learning.

This process allows for flexibility to meet the needs of the individual. While most individuals will enter the system at UNIVERSAL SUPPORT they can also move backwards and forwards as appropriate.

**UNIVERSAL SUPPORT focuses on achieving direct outcomes for learners through detailed differentiation**



Class teacher identifies, and plans support that is required. The differentiation is detailed in the Record of Universal Support



Class Teacher shares details of differentiated support with parents/carers at Parents Evening as part of normal reporting procedures. If deemed necessary by Class Teacher communication regarding supports can take place at any time in the term.



Forward planners and assessment data provide evidence of what strategies and differentiation are being used and their impact upon the child's learning/wellbeing. Forward Planners and Assessment data are discussed with SMT at Learning and Teaching Meetings



Support for Learning Co-ordinator/ DHT records Universal Support on Wellbeing Pathway

Next Steps/Action



Intervention has been successful. No further support required.



Continue with Universal Support (US)



If US does not meet needs and there is Health and Wellbeing concern, proceed to Targeted Support.



**TARGETED SUPPORT focuses on achieving direct outcomes for learners with support from within establishment**



Universal Support does not meet the learners needs



Class Teacher completes Wellbeing Assessment with Child. The Wellbeing Assessment and the Record of Universal Support are attached to Internal Request for Assistance and passed to DHT



Internal Request for Assistance is discussed at SMT meeting and next steps identified



Outcome is shared Class Teacher



DHT contacts parents/ and arranges PSG Meeting



During PSG meeting a GIRFme plan is drafted and shared. Class Teacher has responsibility for actioning planning within Classroom.

GIRFEC questions are used as the basis for wellbeing analysis. Timescales regarding review are arranged at meeting. Following PSG meeting DHT completes Request for Assistance within Education if required. GIRFme plan is logged on Wellbeing App/Seemis by DHT



Review of intervention



Intervention has been successful. Return to Universal Support or no further support required.



Continue with Targeted Support



If Targeted Support does not meet needs proceed to Intervention.

Possible Request for Assistance.

## **TARGETED INTERVENTION**

Where more than one agency is working to support any child or young person or where the child or young person is looked after, it is essential that the need for a Coordinated Support Plan be considered. All young people who are looked after are deemed to have additional support needs unless evidenced otherwise. They require to have a wellbeing assessment and for education staff to follow the joint protocols between Social Work and Education for Looked after young people.

Children and young people under consideration of Targeted Intervention will usually require significant individualisation of learning and/or substantial adaptation to the curriculum. These measures will be established and implemented by means of the relevant staff in the establishment working in collaboration with each other and parents as well as with appropriate services and agencies out with the establishment, such as Health, Social Work and CAMHS. This may be necessary to ensure an effective curricular experience is put in place for every individual.

Physical adaptations to the building may also require to be addressed. The Head Teacher has overall responsibility for ensuring that the learning and support needs of the children or young people are appropriately addressed in collaboration with relevant agencies. The cluster GIRFEC Support Group will have an important role here.

In the case of disabled children less than three, EYCAT will ensure that the additional support needs and the appropriate support required of those children are identified.

## **Roles and Responsibilities**

### **Head Teacher**

Heads/managers of establishments are responsible for organising an appropriate response to learning needs within the establishment. She undertakes a wide range of duties which include:

- a) encouraging the development of teaching methods which promote effective learning by all;
- b) ensuring that the progress of children and young people is monitored, recorded and reported to parents and others who have a right to know;
- c) formulating policies and procedures to guide the requisitioning, use and protection of all resources, including teaching materials, equipment and accommodation;
- d) consulting and communicating with parents about the affairs of the establishment and the progress of their children, by arranging regular meetings between parents and teachers to assist such communications.

Heads/managers of establishments may choose to delegate some of these responsibilities to other staff.

### **Support for Learning Coordinator/ DHT**

Every educational establishment in East Dunbartonshire has a Support for Learning Coordinator who:

- a) promotes the wellbeing pathway process and a whole establishment approach to support for learning including nurturing approaches;
- b) consults with others (e.g. other early years workers, Class Teachers, parents/carers, pupils and specialist staff);
- c) co-ordinates the identification and the progress of children in the wellbeing pathway process;
- d) maintains the record keeping system;
- e) monitors the quality of provision;
- f) ensures a robust review process is implemented.

### **Class Teachers**

Class Teachers are responsible for meeting the needs of all children in their classes. Support and advice is made available to staff from the Support for Learning Co-ordinator/ DHT.

#### Class Teachers

- a) respond to individual needs;
- b) use a range of assessment techniques and teaching strategies to support all pupils;
- c) consult with the Support for Learning Coordinator;
- d) establish next steps, as appropriate, to promote all children's development;
- e) review regularly the progress of all children in liaison with parents, the Support for Learning Coordinator and SMT.

### **Support for Learning Assistants**

Support for Learning Assistants, who always work under the supervision and direction of the SMT/Class Teacher, are allocated to schools in line with the resource allocation procedure. Each establishment's allocation is based on an audit of need within the establishment and is currently reviewed on an annual basis to reflect any changes in need within the establishment. Each establishment determines how the allocated resource will be used to ensure the needs of all children and young people are being met.