

# **PENICUIK HIGH SCHOOL**



## **GIRFEC Policy**

*(Getting it right for every child)*

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## Midlothian GIRFEC Integrated Model of Support

GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help, at the right time from the right people. It supports them and their parent(s)/carer(s) to work in partnership with the services that can help them. Key elements of the GIRFEC approach are:

- A description of how people working with children, young people and families understand and consider a child or young person's wellbeing.
- Children, young people and families can expect services to work together to provide support and help.
- Children and young people who need extra support that is generally not available, will have a Child's Plan.

The GIRFEC policy's eight wellbeing indicators aim to ensure all children and young people are; Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included (SHANARRI) and encompass the articles of the UN Convention on the Rights of the Child (1991) as they are designed to ensure children get the support they need when they need it.



Midlothian Council is committed to GIRFEC and the following is a practice model of integrated support, consisting of four levels, which aims to provide a common, coordinated approach across all agencies that supports the delivery of appropriate, proportionate and timely help to all children as they need it.

## The Wellbeing Indicators

<b>Safe</b>	Protected from abuse, neglect or harm at home, at school and in the community.
<b>Healthy</b>	Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy, safe choices.
<b>Achieving</b>	Being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.
<b>Nurtured</b>	Having a nurturing place to live in a family setting, with additional help if needed, or where not possible, in a suitable care setting.
<b>Active</b>	Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.
<b>Respected</b>	Having the opportunity, along with parents and carers, to be heard and involved in decisions that affect them.
<b>Responsible</b>	Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.
<b>Included</b>	Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.

## **GIRFEC at Penicuik High School: The Responsibility of All**

### **Level 1: Universal Responsibility**

All Learners at Level 1 and Level 2 are supported within the classroom through the class teacher's routine assessment and planning processes and the classroom ethos. Teachers meet the needs of pupils through differentiation of the curriculum, the use of varied teaching strategies and the use of a wide range of Learning and Teaching resources. Additional support from within the school can be accessed by referral to Guidance or SFL or through discussion at House Meetings.

### **Level 2: Universal Service with Additional Support (Single Agency)**

If needs are still not being met then additional targeted support from within the school is engaged i.e. learning support, guidance, behaviour support, nurture or alternative curriculum opportunities. If there is a specific literacy or numeracy need Support for Learning may work with the student and develop a Personal Learning Plan (PLP)

If the student's ASN requires significant adaptations to their curriculum, then an Individualised Education Plan (IEP) should be considered.

If need cannot be met using school based resource a Midlothian Children's Services Referral should be completed to access further support through discussion at Wellbeing Meeting

### **Level 3: Enhanced Integrated Support (Multi Agency)**

Where additional support for a pupil with more complex issues is being sought, a Multi-Agency approach may be required. Support can be accessed through Wellbeing Meetings and Child Planning Meetings. The meetings and subsequent planning should be based on current concerns, potential risk, historical information and/or crisis intervention

If the student's ASN requires significant adaptations to their curriculum, then an Individualised Education Plan (IEP) should be in place.

### **Level 4: Intensive/Statutory Integrated Support (Multi Agency)**

Level 4 has been identified as the support required for a child or young person who requires statutory measures to ensure their safety or wellbeing. This would include children and young people who are Looked After and Accommodated, Looked After at Home or on a Compulsory Supervision Order under the Children's Hearings (Scotland) Act 2011. These children and young people will have an allocated Social Worker or Children & Families Practitioner to lead and support the multi-agency plan.

A Child's Plan will be in place for all children at Level 4.

An IEP may form part of the Child's Plan to ensure learning needs are being met.

## **Teachers and Pupil Support Responsibilities**

Class teachers and support staff who work directly with pupils have the greatest influence on the learning process. The majority of learners at Level 1 and Level 2 are supported within the classroom through the class teacher's routine assessment and planning processes and the classroom ethos.

Class teachers, in collaboration with Support for Learning and Guidance, should aim to meet the needs of all learners through:

- curriculum planning
- inclusion
- differentiation of the curriculum
- the use of a varied teaching strategies
- the use of a wide range of resources
- accessing and recording learning through a range of modes

Additional support needs information for all students is available in

It is the responsibility of all class teachers to ensure they are aware of the needs of all of the students in all of their classes. Teachers are also expected to be aware of and contribute to the learning and development targets for students at Level 2 who have IEPs (Individualised Education Plans).

Teachers may refer, via PT's, to Guidance/SFL for additional assessment or support for pupils where they feel is an unidentified barrier to learning. This may be through SEEMIS or via direct referral for a specific targeted intervention.

Where a teacher has a Wellbeing Concern for a child, they must complete a Wellbeing Concern Form and pass immediately to DHT Student Support (D Burgess).

### **Guidance and Support for Learning**

The Support for Learning Department has responsibility for maintaining the up to date Pupil Support Information and for sharing ASN background to the whole staff at the start of each school session.

Changes to the ASN status of any student must be communicated immediately to the Principal Teacher SFL who will be responsible for updating the information in the database. These changes should be discussed at the House Meeting, then communicated to all staff through the House Minutes and by confidential email where appropriate.

### **GIRFEC Meetings**

Students who are identified as requiring further support (SEEMIS referrals, attendance, Wellbeing Concerns etc) are initially raised at the House Meeting by Guidance, Support for Learning and their Head of House. For most students at this stage, the support required will be provided by the school (Level 1/2) and this should be recorded in the minute of the meeting.

### **Wellbeing Meetings**

Wellbeing Meetings are the forum for accessing advice and support for all young people in Penicuik High School and occur on a three weekly basis. Where there are increasing or ongoing concerns, a referral will be made to a Wellbeing meeting. By this point, it is normal that all resources and supports available within the school have been fully utilised. The referrer will obtain parental consent

to share and discuss information at Wellbeing meetings relevant to the young person and the concerns.

### **Child Planning Meetings**

Some pupils at Level 3/4, may require additional planning to consider how best to support their needs because of immediate concerns about their wellbeing or safety or statutory requirements. The Lead Professional is responsible for identifying and inviting the key agencies to the meeting.

Wellbeing and Multi-agency meetings can help:

- Explore the GIRFEC Five Practitioners' Questions
- 1. What is getting in the way for this child or young person's wellbeing?
- 2. Do I have all the information I need to help this child or young person?
- 3. What can I do now to help this child or young person?
- 4. What can my agency do to help this child or young person?
- 5. What additional help, if any, may be needed from others?

They can also consider

- What may have worked in the past and its relevance to current wellbeing concerns.
- Sharing of information in the wider context of home, siblings, community etc.
- Identification of further concerns e.g. non engagement.
- The most appropriate support for a child & young person now.

### **Transition Planning Meetings**

P7-S1 Transition planning meetings identify and plan support for children in Primary 7 who will need additional support to ensure successful transition to Secondary School. The meetings will take place throughout the school session preceding the pupil's transition and will be the responsibility of the PT Sfl and the Primary Transition Lead. The meetings will inform the nature, duration and timing of the planned extended transition programmes.

### **16+**

The 16+ Forum (held in November and May each school session) allows key staff from a range of partner agencies to consider 16+ Options for students in their last year of school. Students already at Level 2/3, known to Wellbeing Concerns, will be discussed automatically at this meeting, while Guidance, Support for Learning or Careers Advisor may refer other students who require support in planning for this important transition.

### **Planning Frameworks in Penicuik High**

The Children and Young People (Scotland) Act 2014 ensures a single planning framework - a Child's Plan – will be available for children who require extra support that is not generally available to

address a child or young person's needs and improve their wellbeing. A Child's Plan is required only when identified wellbeing needs cannot be met, or fully met, without one or more 'targeted interventions'. Where it has been agreed that a Child's Plan should be prepared (Level 3/4), there will be a Lead Professional to make sure that the Child's Plan is managed and to coordinate the support described in the Plan.

The Lead Professional will be someone employed by one of the services involved in supporting the child and their family. This could be a member of school staff or Children's Services staff.

Where a student has a Children and Young People's Plan, an IEP may form the educational element of the plan.

**Recording Information** In order to facilitate effective communication between staff in Penicuik and with partner agencies, all ASN information will be recorded in SEEMIS Pastoral Notes to form a coherent chronology of all interventions (responsibility of Guidance, Support for Learning or SMT staff member involved).

- Action from individual pupil interviews
- All home/school contacts
- Class teacher referrals (automatically recorded)
- House Minutes
- Wellbeing Meeting Action Minutes
- IEP Reviews, action points
- Formal Disciplinary Warnings and Exclusions
- Children's Reporter Notifications and Panel Decisions only (recorded as Significant Event)
- Looked After Children Reviews (points for action only, recorded as Significant Event)
- Child Protection Disclosures\* (recorded as Significant Events by DMS)

This information informs next steps for each pupil. This may involve planning for a specific, targeted intervention, for a change of curriculum or for multi-agency support.

The following plans are most commonly used within our staged system.

<b>Plan</b>	<b>Focus</b>	<b>Responsible Staff</b>
Personal Learning Plan (PLP)	A school based plan for pupils at Level 1/2, with specific targeted interventions for literacy or numeracy.	School/Support for Learning
Individualised Education Plan (IEP)	A school based plan for pupils who require adjustments to their curriculum in order to meet their ASNs.	School/Support for Learning
Child's Plan*	A single agency or multi-agency plan that outlines a child's wellbeing needs and how they are to be supported.	Lead Professional (Children's Services) or DHT Student Support
<a href="#"><u>Coordinated Support Plan (CSP)</u></a>	A CSP is an action plan for some children and young people who need significant additional support (from two or more agencies) with their education.	Midlothian Council

\*An IEP may be used to outline the educational aspect of the Child's Plan for children and young people who require a multi-agency approach to meeting their needs.

## Planning

In line with the expectations of CfE Briefing 13, 'Planning for Learning part 3' all plans should contain:

- Basic information about the child or young person (name, date of birth, class)
- Strategies to aid with supporting the young person in classes.
- Brief outline of her/his strengths and needs, with reference to the staged intervention process
- A list of relevant staff involved in supporting learning, with contact details
- Long-term targets, to be reviewed at least once a year
- Short-term targets, to be reviewed at least termly.
- IEP implementation date and review date

As far as possible targets should be SMART (Specific, Measurable, Achievable, Relevant, Timed) and detail, as appropriate, methodology and resources to be used and the member of staff who will co-ordinate.