



Forrester High School
Pupil Support and Inclusion: Policy and
Practice
(August 2023)

Our Commitment

We are committed to implementing the key indicators of HGIOS 3.1, Ensuring Wellbeing, Equality and Inclusion, putting young people and their families/support network at the centre of planning. Using GIRFEC principles and processes, we work collaboratively with pupils, parent/carers, staff and partners to ensure the right support at the right time.

‘The wellbeing of children and young people is everyone’s job and everyone’s responsibility.’ (A Practitioner Guide to Information Sharing, Confidentiality and Consent to Support Children and Young People’s Wellbeing, Edinburgh and the Lothians, 2014)

At Forrester High School, we are continuing to develop an *inclusive* culture where diversity is *respected and celebrated* and where all individuals are expected and supported to *achieve success*, in accordance with our school values of Respect, Believe, Achieve.

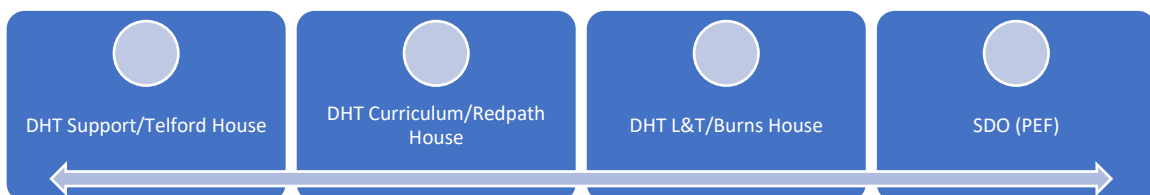
We provide universal support for all young people and ensure personalised support (HGIOS 2.4) is in place where required and builds from the platform of universal support. Individual and targeted support plans are implemented in consultation with pupils, parents/carers and partners. We recognise the specific expertise each of these roles provides. We make reasonable adjustments in order to meet the needs of the individual. We are developing systems to effectively track and monitor the impact of these and enable us to better target supports.

Respectful, supportive and open relationships underpin all aspects of our work.

The Additional Support Team: Roles and Resources

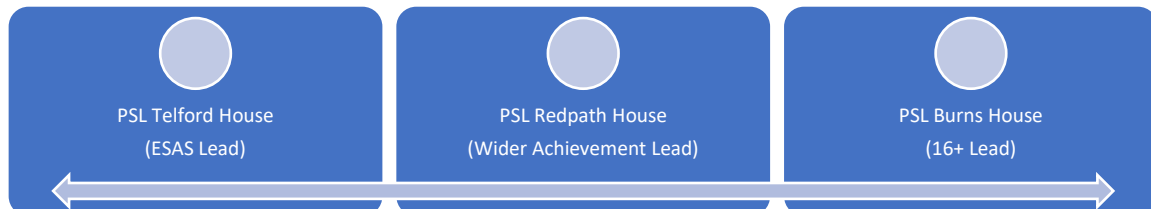
Senior Leadership Team: House Heads

The SLT is committed to enabling young people at Forrester to successfully access their education and be ready to transition to positive destinations at the right time for them. We support young people to understand our values and to be Ready, Respectful and Responsible in all areas of the curriculum, gaining experience and qualifications relevant to them. We develop positive, respectful relationships across the school community, supporting young people and staff to work together successfully. We support our link Pupil Support Leaders to provide appropriate universal and targeted support and to create the conditions required for each young person to achieve, develop skills for life and work and fulfil their potential.



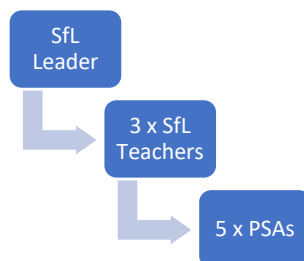
Pupil Support

The Pupil Support Leaders are committed to knowing and supporting young people and their families through providing universal and targeted support, leading on GIRFEC processes as required and liaising with partners to ensure all young people are supported to achieve their potential. They monitor and track implementation and impact of supports and ensure reasonable adjustments are in place for those who require them. They promote equalities, celebrate wider achievement and prepare young people for success in life beyond school.



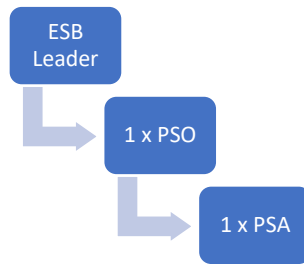
Support for Learning

The Support for Learning team work in partnership across the school community to ensure that all stakeholders understand and are empowered to support a young person's learning needs through pathway 1 supports. They work with young people, parents/carers and partners to identify barriers to success and to develop and share interventions to reduce and remove these barriers. Through pathways 1 & 2 support, they lead targeted 1:1, group and in-class interventions designed to increase attainment for young people with identified Additional Support Needs and those who require additional support to access their learning.



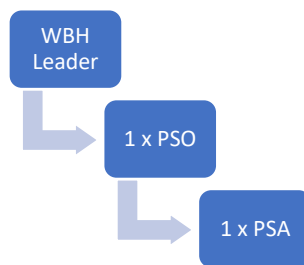
Enhanced Support Base

The Enhanced Support Base is a pathway 4 support which provides an holistic curricular experience for young people from S1 – S3 and supports their planning and learning through the senior phase. Young people are identified for a place by the Edinburgh Resource Group which coordinates all specialist provisions. Learners accessing this resource have a similar profile of need, working at Early/First Level CfE, and/or have an Intellectual Disability. Individualised Education Plans ensure planned targeted support for each young person, with progress closely tracked and monitored. Integration with mainstream classes is planned and supported as appropriate. The ESB team works closely with Support for Learning, the CEC Additional Support for Learning team and our Educational Psychologist to promote and support opportunities for all young people in the ESB.



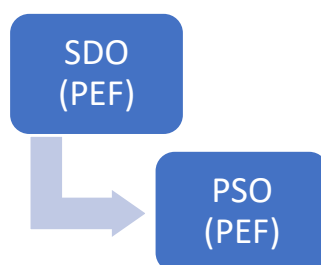
Wellbeing Hub

The Wellbeing Hub provides pathway 3 targeted support for pupils with Social, Emotional and Behavioural Needs. Through carefully planned interventions such as nurture, Turn Your Life Around and emotional regulation programmes, young people are supported to develop the skills required for success in classes and in the world beyond school. The Wellbeing Hub also provides support with literacy and numeracy, alongside opportunities for pupils to achieve National 2/3 level qualifications. It is responsive to the needs of individuals and small groups and flexible in its offer to all.



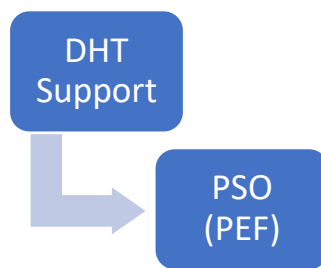
Pupil Support Officer (PEF)

The PSO (PEF) works closely with school staff, CEC and local partners to minimise the impact of poverty on young people and their families. Providing breakfast, school uniform and access to supports such as food banks, alongside supporting parents/carers to access the benefits to which they are entitled, the PSO improves outcomes for young people in terms of health and well-being and creates the conditions for them to better access their learning. The PSO (PEF) also provides and supports with 1:1 and group interventions, including nurture, Green Shoots and others as appropriate. This role also supports Care-Experienced young people to access appropriate supports such as the Care Experienced fund and other opportunities.



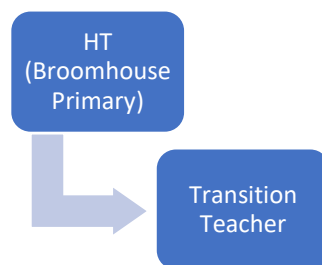
Pupil Support Officer (Attendance and Family Liaison)

The PSO (Attendance and Family Liaison) works with young people who are experiencing barriers to attending school through health, circumstance or other concern. Building strong relationships with young people and their families, the PSO liaises with school staff and partners to ensure appropriate supports are in place and to create the best conditions to enable the young person to attend school. The PSO runs the daily ReConnect Programme in partnership with SfL and provides, and/or supports, with 1:1 and group interventions, including nurture, LIAM, Green Shoots and others as appropriate. The PSO works closely with the school EWO in their work with families. Together they issue monthly attendance updates and positive messaging to all pupils and their families. This role also supports the administrative side of attendance recording and provides advice and guidance to the support team overall.



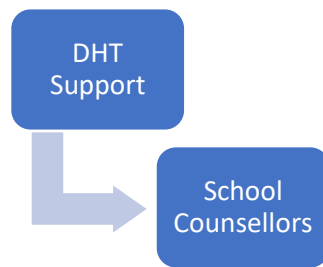
Transition Teacher

This role supports transition of young people from P6 – S2. The transition teacher supports class teachers in each school to meet the needs of the young people. They provide this through in-class support, 1:1s and small group work. The transition teacher runs Support for Learning groups in each primary setting, designed to prepare identified young people for learning in a High School setting. They work closely with the SfL department to identify pupils for and organise the structure of the Positive Start transition programme. This role also coordinates sharing of information between primary and High School, attendance at CPMs and liaison with parents/carers where appropriate.



School Counsellors

Two CEC appointed school counsellors support young people through 1:1 and some group work across the learning community. Time is allocated in each setting, working on the principle that need is prioritised over division of time.



Key Partners



Information Sharing

- Relevant and appropriate information is shared with staff through our Information Hub. This is populated with information gathered during P7 – S1 transition and regularly updated by the support team. The DHT Support monitors staff use of this resource.
- House teams meet on a weekly basis to discuss progress. Teams follow a structured programme of discussion which links with whole school priorities and ensures regular tracking and monitoring of attainment, attendance, engagement and health and well-being.
- PSLs provide regular written summaries to staff, providing key information to support learning and engagement in classes. Email is used sparingly but can be used in urgent cases. Case conferences are held where more complex need is to be shared.
- Interventions and supports are discussed and planned during weekly ASL team meetings. A spreadsheet of supports is maintained to monitor and track offers, uptake and impact.

Pathway 1

*The learning needs of young people are met and managed **within the class.***

KNOW YOUR PUPILS – Flagging on SEEMiS and Info Hub

Universal Supports

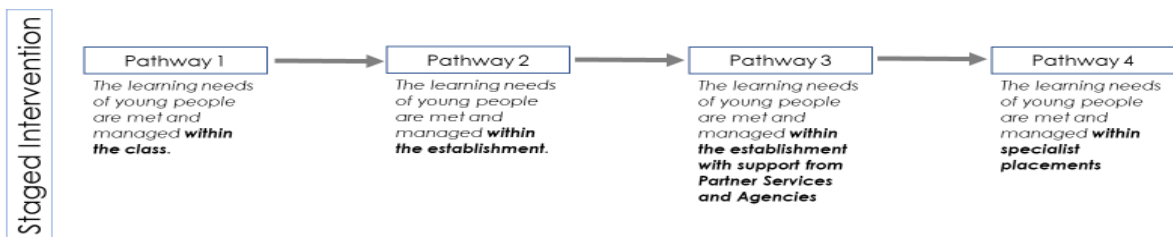
- The Forrester Way: 4 Phase lesson
- Meet and Greet
- Effectively plan Pupil Support Assistant (PSA) time – link with SfL
- Differentiation
- Recognising achievement
- Effective Feedback
- Seating – planned with learners in mind
- Reasonable Adjustments (individuals)
- Monitoring and Tracking
- Pupil Voice
- Relationships Learning and Behaviour Policy
- Restorative Approaches
- Planned use of resources e.g. Show Me Boards, Ipads,
- Learner Conversations

Inclusion and Wellbeing

- Multisensory approaches/technology
- Classroom displays and supports
- Highlighted/coloured paper or coloured overlays
- Specialised equipment such as handled ruler, spring scissors, writing slope, pencil grip/ Fidget toys
- Break out space
- Planned use of PSA support
- Movement breaks (within the classroom)
- Timeout cards
- Supportive planning
- PEF Identified pupils – SEEMiS / whole school data
- Care Experience information – SEEMiS /whole school data
- Poverty Packs
- PSA Packs
- CP/ Safeguarding

- Two full Pupil Support Group meetings are held per term; one with a Care-Experienced focus. These are well attended by partners. A significant number of young people are discussed each meeting, with parent/carer consent.
- 16+ meetings are held termly to plan for young people transitioning to post-school destinations and to support and monitor the sustainability of plans for those who have left school.
- Partners are invited to attend and actively participate in YPPMs.

Support Pathways



Pathway 2

*The learning needs of young people are met and managed **within the establishment.***

CLs

- **Staged interventions**
referrals and actions
- Observations and shared
classroom experience
- Contact with parents/carers
- Departmental conduct
sheets
- Restorative approaches
- Supervision
- Attainment Hub referral
- Liaison with SfL/PSL/WBH
- Wellbeing Concern Form
- Payback time
- Attainment meetings
- Link meetings with SLT

Support Team

- Discussion at House Team Meeting identified groups; CE/ LAC/
GIRFEC/ Flex TT/ Attendance/ Attainment Interventions
- WBH referral
- Support for Learning: Literacy support groups/SRA/dyslexia
support
- Numeracy support groups/lifeskills numeracy
- Nurture
- Social Communication Groups
- CIRCLE resource
- PSA timetables
- Attainment Hub
- Dyslexia Screener
- Alternative Assessment Arrangements
- Contact home/school meetings
- Pupil observations
- Buddying
- MVP
- Consultation and advice with staff
- Assessment of Need
- Timeout cards
- Support/conduct sheets
- Restorative approaches
- Deployment of resources – PSA / SfL teachers.
- 16+ planning
- PSO supports
- Counselling
- Youth Agency
- Risk assessment
- Flexible timetable

*The learning needs of young people are met and managed **within the establishment with support from Partner Services***

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| <ul style="list-style-type: none"> ➤ Discussion at Pupil Support Group (PSG) ➤ YPPMs ➤ School counsellor/creative arts therapy ➤ Hosting arrangements – agreed by HT ➤ Wellbeing Hub ➤ Social Care Direct referral ➤ ASL Team: 1:1 support ➤ ASL Team: Group Supports ➤ ASL Team: VLE ➤ School Nurse ➤ CAMHS ➤ Occupational Therapy ➤ Speech and Language Therapy ➤ EAL support team ➤ Medical Outreach Support (MOS) ➤ Sensory Support Service. (SSS)
(Deaf/Visually impaired) ➤ Educational Psychological Services ➤ Family and Household Support ➤ Edinburgh Together: Barnardos, Children 1st ➤ Educational Welfare Service | <ul style="list-style-type: none"> ➤ Staff Training ➤ Diagnostic Assessments ➤ Spartans ➤ The Youth Agency ➤ RUTS ➤ www.greenteam.org.uk ➤ JET programme ➤ CIRCLE / Stepping Stones ➤ Cyrenians conflict resolution ➤ No Child Left Behind (activity agreements) ➤ Skills Development Scotland – outreach support ➤ DYW School Coordinator ➤ Independent Living Fund ➤ Richmond's Hope (bereavement) ➤ Greenshoots ➤ Enable Scotland - www.enable.org.uk ➤ Young Carers ➤ EVOC ➤ MCR Pathways |
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