

Health & Wellbeing- Support

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Pupil Support Leader

Personalised support should provide;

“a provision of high quality support that enables all children and young people to achieve success”

How Good Is Our School? 4

Support



UNIVERSAL

- Entitlement for all pupils (Building The Curriculum 3)
- Responsibility of all
- Positive classroom ethos with meaningful relationships, positive behaviour management and an awareness of individual needs.
- Key adult time where learning is reviewed and targets set
- PSE
- Support during course choices and times of transition
- Opportunities for a positive destination after leaving school

TARGETED

- Builds on Universal Support
- Some pupils may need 'extra' support for all of their time in education or for a short period of time
- Support is usually coordinated by PSL or SfL and is always implemented after assessments and parent/ carer involvement
- Likely to include external agencies such as CAMHS, Social Work, Education Welfare Service, school counsellor
- Reviewed regularly

Overall Aim of Support

- For all young people to receive the support they require to achieve their potential both in academic studies & wider achievement.



How do pupils at Balerno receive Universal Support?

Pupil Support Leader

Careers Advisor

Personal Support Period

Personal Social Education

Behaviour Management Policy

Positive Relationships

Transition Support- P7- S1 and schools leavers

Personal & Social Education (PSE)

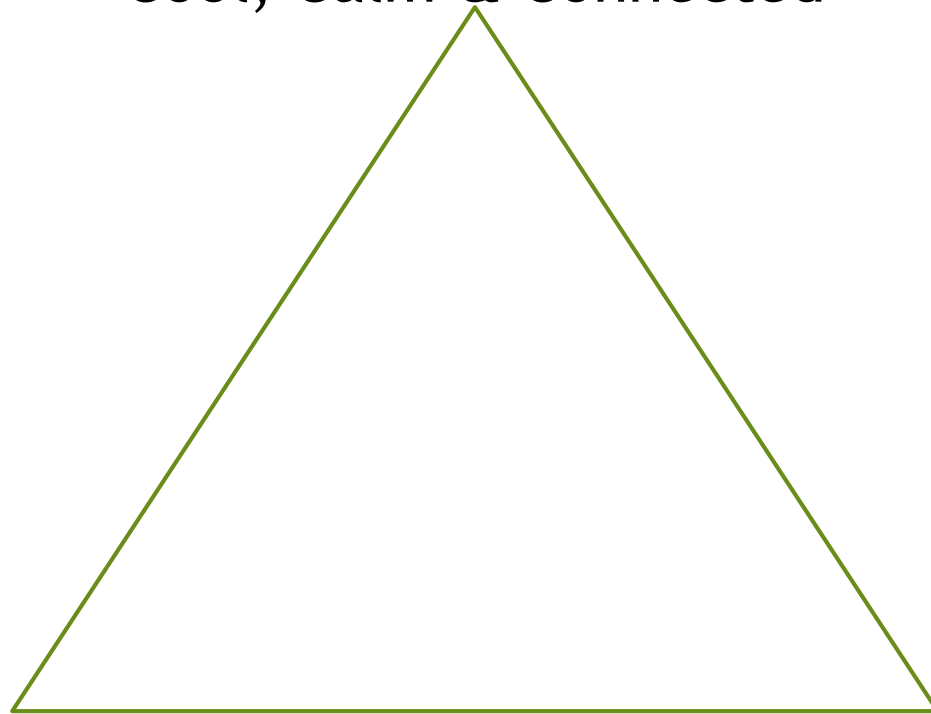
- ▶ 1 period a week from S1- S6 with PSL
- ▶ Significant Aspects of Learning ;
 - ▶ Mental & Emotional Wellbeing
 - ▶ Social Wellbeing
 - ▶ Physical Wellbeing
 - ▶ Relationships
 - ▶ Planning for Choices & Change
 - ▶ Substance Misuse
- ▶ All S1-S3 pupils reflect on their own learning using Learner Profiles.

Personal & Social Education (PSE)

S1- S3	S4-S6
Looking after your mental health	Work Experience
Mindfulness & other strategies to support wellbeing	Metacognition & managing exam stress
Film Study- Inside Out, Stand by Me, Juno	Road Safety/ Young Drivers
Course choices (S2-S3, S3- S4)	Youth Philanthropy Initiative (YPI)
Skills for life, learning & work (SDS)	Positive Destinations; apprenticeships/ college/ UCAS/ employment
Sexual Health & Relationship Education (SHARE)	Sexual Health & Relationship Education (SHARE)

Mental Health & Emotional Wellbeing

S1/ S6 Pupils
Cool, Calm & Connected



Parents/ Carers
Raising Teens With
Confidence

Staff
Teenage Brains &
Behaviours

Universal Support- Priority

- ▶ Key Adult Time
- ▶ Currently through Personal Support Period (1 x period per week)
- ▶ Focus on learning, reviewing where they currently are and setting targets across all subjects. This period allows for 1-1 conversations with key adult.
- ▶ Structure of this period has caused challenges for both staff and pupils and Lisa Coffey is currently reviewing this for next academic session.
- ▶ Review will include consultation with staff, pupils & parent council.

Targeted Support

- ▶ Pupils who require additional support to achieve their potential, this work always builds on Universal Support.
- ▶ Assessments are always completed to ensure the right support is put in place; this is in consultation with parents/ carers and young person.
- ▶ Barriers which may mean young person requires targeted support;
 - ▶ Learning difficulties
 - ▶ Social, emotional or behavioural needs
 - ▶ Bereavement/ family issues
 - ▶ Disability
 - ▶ Physical Health

Pathways of Support

Pathway 1- Needs can be met within classroom	Pathway 2- Needs can be met within the school	Pathway 3- Needs met by school & agency partnership working	Pathway 4- Specialist Provision
Differentiated Tasks	Support for Learning extraction groups e.g. literacy, numeracy	After Young Persons Planning Meeting (YPPM) it is identified that agency support is required to enable young person to reach potential- <ul style="list-style-type: none"> - Education Welfare Service - Child & Adolescent Mental Health Service (CAMHS) - Health Opportunities Team - Green Shoots 	Pupils needs cannot be met in the mainstream setting.
Target Books	ASL Service, e.g. specialist teachers visiting e.g. ASD		
Strategies as advised by PSL or SfL e.g. - overlays, chunking tasks, seating plans	School counsellor		
Pupil Support Assistants in class	Positive Realities		

SUMMARY- Key strengths and positive key developments

- ▶ Continued positive relationships with pupils, teachers and parents/ carers.
- ▶ Implementation of the new behaviour policy.
- ▶ Sharing of information with staff to support pupils through confidential memos, database & case conferences.
- ▶ Key Adult Time has been introduced (needs reviewed).
- ▶ Introduction of Mental & Emotional Wellbeing training for all; Raising Teens, Cool, Calm & Connected and Teenage Brains & Behaviour.
- ▶ School funding for Councillor one day per week, supporting 5 pupils in this time & offering an advisory service for staff.
- ▶ PSE developments; Looking after your own wellbeing, film studies & better school/ college partnership working.

SUMMARY- Where improvement is needed & next steps

- ▶ Continued development of PSE programme
- ▶ Regular training to ensure all staff are up to date and working in line with new legislation re. GIRFEC
- ▶ Review of current Key Adult Provision- Lisa Coffey

Thank You!

Any Questions?