

# St Andrew's Academy

## Pupil Support Policy



### 1. Objectives (What we want to do)

Ensure that all pupils and students within St Andrew's Academy receive the necessary support to grow up loved, safe and respected so they reach their full potential. Our policy is aligned with the principles of the Scottish Government's GIRFEC (Getting It Right For Every Child) Policy, United Nations Convention on the Rights of the Child (UNCRC), the Promise Plan 21-24, the Additional Support for Learning Review (2020), Education Scotland's National Improvement Framework and the Scottish Catholic Education Services, Charter for Catholic Schools.

**“Dear young people do not be afraid of making decisive choices in life. Have faith, the Lord will not abandon you” - Pope Francis**

### 2. Principles (How we think about support)

The Scottish Government want to make Scotland the best place to grow up. “Getting it right for every child” (GIRFEC) encourages everyone to work together to help children and young people.

Through GIRFEC, we want all children and young people to live in an equal society. They should be treated with kindness, dignity and respect. GIRFEC is based on the United Nations Convention on the Rights of the Child (UNCRC). This is a global agreement to protect children.

- Child-Centred: Every decision will prioritise the best interests of the pupil, considering their views and opinions.
- Collaborative: Cooperation between teachers, staff, parents, and external agencies to meet the needs of every pupil.
- Proactive: Focus on early identification and intervention to offer timely and relevant support.
- Inclusive: Recognise and respect the diverse needs of all pupils, ensuring that support is accessible and relevant.
- Based on understanding Wellbeing: How safe, healthy, achieving, nurtured, active, respected, responsible and included a pupil is.

### 3. Pupil Support Team (Remits and House Groups)

Our Pupil Support Team is led by the DHT with responsibility for Pupil Support and consists of the Pastoral Care Department, the Support for Learning Department, and the Inclusion Department. The Inclusion and Wellbeing Supports are based in the Don Bosco Room, the Pupil Support Classroom, and the Teresa Room. The Support for Learning supports are based in the Mirin Room and the Pupil Support Classroom. The Pupil Support Team work closely with our Senior Management Team (SMT) to support our young people.

# Pupil Support Team Remits



M Fulton St Columba	J Conn Inclusion	P Buchanan St James	S Bell St James	F Devine St Margaret
Mental Health Coordinator	Management of inclusion Department	P6 Transition	S6 Peer Support Coordinator	P7 Transition Coordinator
MVP Lead	Management of inclusion staff	Shadowing Pastoral Care Coordinator	SP PSHE	Uganda Lead
Being Mankind	Alternative curriculum supports coordinator	Mark Scott Foundation	DYW Link	Wider participation - extra curricular
	EST Supports Working Group	DYW Link		Cost of the school day champion
	Inclusion shadowing			



K Holgan St Mirin	H Dowds Our Lady	P Giverin St Rose	J Mullen Support for Learning
UCAS Coordinator	UCAS Coordinator	Wellbeing Coordinator	Management of SFL Department
P6 Transition Coordinator	P7 Transition Coordinator	Anti-Bullying Coordinator	Management of SFL staff
Nurture	Strathclyde SS & Wider Participation	Nurture / Wellbeing Profiling	Alternative Assessment Arrangements
Young Carers Champion	Care Experienced Coordinator	EST Supports Working Group	Primary Transition
		EST Tutors	Cluster Primary USN
		Christmas Appeal	Dyslexia Screening
		Pastoral Care Twitter	Process management
			EST Supports Working Group

# SMT



Kevin Henry  
HT



S1  
Mrs Melrose  
(DHT)



S2  
Mr Boyce  
(DHT)



S3  
Mrs McGarvey  
(DHT)



S3  
Mrs Kerr  
(Acting DHT)



S4  
Mrs McMillan  
(DHT)



S5 & 6  
Mr McFadden  
(DHT)

#### 4. Identification of Additional Support Need

##### What is an Additional Support Need (ASN)?

The 2010 Supporting Children's Learning Code of Practice set out the system for addressing the Additional Support Needs of children and young people who face a barrier or barriers to learning. The code noted that a need for additional support may arise where:

- the learning environment
- family circumstances
- disability or health needs
- social and emotional needs

may be factors.

##### How we support pupils with ASN in St Andrews Academy - Extended Support Team (EST)

We have an EST Meeting once a week. In attendance is the Pupil Support Coordinator, PT Inclusion, PT Support for Learning, Home Link Worker and a PT Pastoral Care. We have 6 House Groups, and we have an EST meeting for each house group on a rolling schedule. Pupils can be referred to our EST to discuss a support need and possible interventions. The purpose of EST is to offer, review and assess any supports we can put in place to assist a pupil with wellbeing needs or additional support needs. We use Renfrewshire's Staged Intervention Framework to assist us with our EST meetings.

**Continuous Monitoring:** Teachers and support staff will regularly observe pupils for any signs of educational, behavioural, emotional, or physical needs. Teachers can alert the pupils Pastoral Care Teacher of any concerns by submitting a referral to them.

**Feedback System:** Parents and guardians are encouraged to communicate any concerns or changes they observe in their child's behaviour or academic performance to their child or young person's Pastoral Care Teacher.

##### Renfrewshire Council - Staged Intervention Framework

Staged Intervention is a framework that enables agencies to provide the most appropriate and least intrusive assessment, planning and support for any child or young person with wellbeing needs, including those with additional support needs.

There are five stages of support

- Stage 1a: The family and universal services
- Stage 1b: Within establishment, out with class
- Stage 2: Additional support from a service which is universally available
- Stage 3: Multi-agency targeted services
- Stage 4: Authority specialist placements or out with authority placements

5. Types of Support in School (Stage 1a universal services, Stage 1b out with class)

**Pastoral Care:** To help, support and care for young people individually. To ensure smooth transitions at all stages, from P6 to leaving school. To offer curricular tracking and support, particularly during options choices. Develop links with Primaries, care for new admissions, check attendance and timekeeping and care for pupils facing any difficulties. Prepare reports and references for young people. Contact with parent & carers and any agencies involved with individual pupils. Contribute to the Extended Support Team and complete paperwork pertaining to the Staged Intervention Framework. To deliver on individual remit.







**Support for Learning:** Academic Support Includes tutoring, mentoring, additional resources, and differentiated lessons, tailored to meet the requirements of pupils with identified ASN who are on the “Barriers to Learning” list.

**Inclusion & Well-being Support:** Emotional and Social support. Providing counselling services, one to one and group sessions to address emotional and social challenges.

**Career and Vocational Support:** Offers career guidance, work placements, and vocational training opportunities for senior pupils.

6. Implementation of in School Support (who is who and supports on offer)

Our Pupil Support Corridor is made up of the Pastoral Care Department, the Inclusion Department, the Support for Learning Department and the Home Link Service.

Pastoral Care Structure					
ST MIRIN	ST MARGARET	ST JAMES	ST COLUMBA	OUR LADY	ST ROSE
Mrs Holgan	Ms Devine	Mrs Buchanan (Mon- Wed) Miss Bell (Thurs/Fri)	Mr Fulton	Miss Dowds	Mrs Wilson
					
1.1	1.2	1.3	1.4	1.5	1.6
2.1	2.2	2.3	2.4	1.7	1.8
3.1	2.8	2.6	3.4	2.5	2.7
4.1	3.2	3.3	3.6	3.5	3.8
5.7	4.2	3.7	4.4	4.5	4.6
6.1	5.2	4.3	4.7	5.5	4.8
6.6	6.2	5.3	5.1	5.6	5.8
		6.7	5.4	6.5	6.3
			6.4		

## Inclusion Department



Ms Conn  
PT Inclusion



Mr Kelly  
Teacher of Inclusion



Elaine Kane  
ISA



Robert Skiffington  
ISA



Miss Bauld  
Classroom Assistant



Mrs Johnstone  
Teacher of Spanish  
Volunteer Inclusion Teacher



Miss Ferns  
Teacher of English  
Volunteer Inclusion Teacher



Miss Telford  
Teacher of PE  
Volunteer Inclusion Teacher

## Inclusion Supports – Don Bosco Room



Homework Club



Gym Group



Don Bosco Outreach



S1-S6 Activ8



ICL



S3 & S4 Accelerate



S4 Achieve



Supported Duke of Edinburgh

## Inclusion Supports – Don Bosco Room



S5 Princes Trust



NPA Tenancy Award



West College Scotland Step  
Link and T2 Courses



Skills Academy

## Support for Learning Department



Mr Mullen PT



Mrs McLean



Mrs Moran



Mr Maberly



Miss Rennie



Mrs McLaughlin



Miss Avart



Mrs Grahames



Mrs Swann



Miss MacLachlan



Miss Bowden



Miss Michou

## Support for Learning Supports - Mirin Room



Create Group



Lego Communication Group



Mirin Room Mindfulness



Break and Lunchtime Hub Club



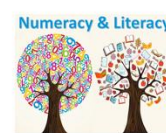
Music Communication Group



Sensory Break Time (ASNA)



S4-6 Study Skills Group



S1 Numeracy & Literacy Groups



John Muir Award



Block Therapy



Bounce Forward



## Wellbeing Supports - Teresa Room



Seasons for Growth



Miss, Ms, Mrs



Mankind



Drawing and Talking



Mindfulness



Zones

## Home Link Service

This is a service within Renfrewshire working to support Families and Young People. The Home Link service can help by undertaking home visits, offering the opportunity for Parent/Carer Groups, putting families in touch with other services and supporting at times of change.

## Home Link



Elaine Irvine



Karen Fraser



Ashleigh Lavelle

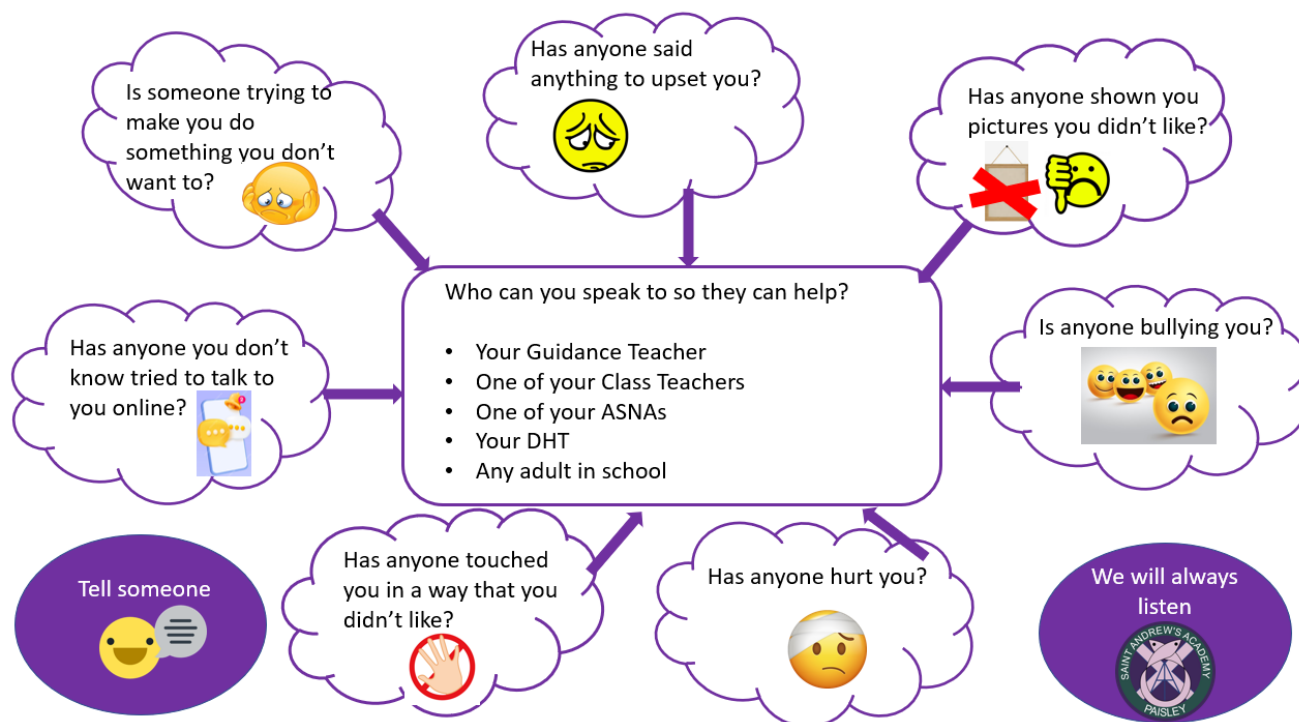


Alison Smith

## 7. Safeguarding

**“It’s everyone’s job to make sure that children in Renfrewshire are safe. We will strive to ensure that the protection of our children is a responsibility that is shared by all our staff and in partnership with the community.” – Renfrewshire Child Protection Committee Vision**

All staff in St Andrew’s Academy are annually trained in our Child Protection Procedures. Below is our Pupil Friendly Safeguarding Information:



## 8. Communication

**Transparent Communication:** We have clear channels of communication between school, home, and external agencies, ensuring everyone is informed and aligned in the support process. Pupils can communicate with the Pupil Support staff by using the QR codes, situated in the Social Space and can come to the corridor to speak to staff. We utilise phone calls, texts and emails and the Satchel One App to communicate with parents and carers and outside agencies. We use X (Twitter) and our school website ([standrewspaisley.com](http://standrewspaisley.com)) to communicate information to our community.

**Feedback Mechanism:** Parents and pupils will be provided with avenues to share feedback about the support received, aiding in continuous improvement.

## 9. Training and Professional Development

All staff members will undergo regular training sessions to stay updated on best practices in pupil support, GIRFEC guidelines, and Child Protection.



## 10. Review and Update

This policy will be reviewed annually, ensuring it aligns with current national guidelines and addresses the evolving needs of the school community. Our Pupil Parliament members are working on the theme “Be Supported”, which will facilitate pupil voice and enable young people to contribute to the continuous improvement.