

# St Andrew's Academy

## Be Supported



At St Andrew's Academy we recognise that wellbeing is the responsibility of all. This document gives an overview of how we support and promote wellbeing in the classroom, in departments and in the wider school community. Supporting and promoting wellbeing is the responsibility of each and every member of our school community.

### *The Stages of Intervention*

All children and young people benefit from high-quality universal support. Staged Intervention is a framework of targeted support 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 (class-based strategies and supports)
- 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

### *Within the classroom (Universal Support and Staged Intervention 1a)*

#### **Role of Subject Departments**

The needs of most young people will be met by the class teacher within the classroom. Teachers at St Andrew's Academy:

- know each individual pupil in the class and plan for learning and teaching using support strategies (see appendix 1) and taking account of Pupil Profiles where a barrier to learning has been identified.
- welcome all students and foster an ethos of Nurture and Support.
- promote a climate where young people feel safe and secure.
- create an environment where young people feel listened to and can discuss aspects of their lives because they feel cared about.
- have high and consistent expectations in line our Community Charter.

#### **Role of Support for Learning and Inclusion Departments**

All children and young people need support to help them learn. Some children, however, will not benefit fully from education without additional support. Additional support needs can arise, in the short or long term, from a variety of circumstances including the learning environment, family circumstances, health or disability needs and social and emotional factors.

The Support for Learning department and Inclusion Department will support class teachers in a variety of ways such as:

- Contributing to CLPL for staff
- Identifying, collating and sharing information about pupils with Additional Support Needs
- Additional Support Needs Assistants (ASNAs) and Inclusion Support Assistants (ISAs) working with individual or small groups of pupils in agreement with the class teacher

## Additional resources from within school and from universally available services (Staged Intervention 1b and 2)

Our Pupil Support Department works together to assess needs and plan support for children and young people in partnership with families. A range of interventions can be put in place and the impact of these interventions are evaluated and reviewed. For further support, children and young people can be discussed at our Extended Support Team Meetings and interventions at Staged Intervention levels 1b and 2 can be agreed with PT Pastoral Care, PT Inclusion, PT Support for Learning, DHT Pupil Support, Home Link. See Appendix 1 for examples of interventions.

## Multi-agency targeted services (Staged Intervention 3)

At this stage of intervention, Education and at least one other agency such as Social Work or Specialist Health Services will be involved. The needs of the children and young people need to be identified through reliable and valid assessment information in line with the National Practice Model to ensure that appropriate, proportionate, and timely support can be provided.

## Authority specialist placements (Staged Intervention 4)

When children and young people's needs are not being met within their current environment, the Staged Intervention Support Panel will review the impact of all interventions from earlier stages in the process and may decide there is a need for a more specialist placement on a part time or full time basis. The Staged Intervention Framework is based on a continuous cycle of planning, implementing, evaluation and review.

## Wellbeing across the Curriculum

### **PSE programme**

Our PSE programme has been developed to address the key themes of:

- Mental, Emotional and Social Wellbeing
- Substance Misuse
- Relationships and Health
- Planning for Choices and Changes
- Physical Wellbeing

In addition to this the programme can be adapted to address current issues being faced by the children and young people of St Andrew's Academy.

### **Responsibilities of All**

Every member of school staff is responsible for addressing these experiences and outcomes and should therefore identify and understand where and how they can contribute. Staff are asked to use the Health & Wellbeing indicators to monitor pupil wellbeing and provide appropriate support where necessary.

The Responsibility of All experiences and outcomes fall within the following areas:

- Mental, Emotional, Social and Physical Wellbeing
- Planning for Choices and Changes
- Relationships
- Physical Activity and Sport

The responsibilities of all include each practitioner's role in establishing open, positive, supportive relationships across the school community, where children and young people feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives. Practical responsibilities include understanding of equalities, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.

### Tracking Wellbeing

We use the Glasgow Motivational and Wellbeing Profile to build a clear picture of how students feel about themselves and their school. Pupils complete a questionnaire with a series of statements about school and learning. This allows us to monitor pupil wellbeing and put in place appropriate interventions.

We use the Renfrewshire Wellbeing Web tool to monitor and evaluate the individual interventions that we offer in school to our young people.

We undertake an annual review of Pupil Support to ensure we are adapting to current issues young people may be facing and we continue to plan for improvements in line with our School Improvement Plan.

### Building Capacity

Staff engage in regular professional learning to ensure that they are up to date legislation. A wide variety of CLPL activities have been undertaken which relate to Wellbeing, some of which are included below:

- Renfrewshire's Nurturing Relationships Approach (RNRA)
- Applied Suicide Intervention Skills Training (ASIST)
- Mental Health First Aid Training
- Mentors in Violence Prevention
- Non Violent Resistance (NVR)

In addition, we have many pupils who have been trained as Mentors in Violence Prevention. Throughout their training they have explored healthy relationships and issues related to gender-based violence. Pupils have then delivered lessons and aim to positively influence the attitudes and behaviours of their peers to tackle the issue of gender based violence.

## Appendix 1: Staged Intervention Supports

### Stage 1a

The family and universal services

#### Agreed in discussion with Young Person and Parent/Carer

- Achieving - ASNA In-class support
- Achieving - Differentiation
- Achieving - ISA In-class support
- Achieving - Printed notes
- Achieving - Use of Chromebook
- Active - Extra-curricular clubs
- Healthy - Breakfast Club
- Healthy - Toilet / Health / 5 min early / Lift / Timeout pass
- Included - Framework Assessment
- Included - CIRCLE Framework Strategies Implemented
- Included - Culture Day Group
- Included - LISN Advice and Guidance
- Included - Sensory Time In Department Card
- Included - Visual Timetable
- Nurtured - Educational Psychology Advice
- Nurtured - Enhanced Primary Transition Support
- Respected - Community Charter Values Card
- Respected - PT Pastoral Care- check in
- Respected - Pupil Parliamentarian
- Respected - SMT check in
- Responsible - Departmental monitoring card
- Safe - Anti Bullying Ambassador
- Safe - S6 Buddy
- Safe - S6 Promise Ambassadors
- Safe – Pupil Support Ambassadors

### Stage 1b

Within establishment, out with class

#### Agreed at Extended Support Team Meeting

- Achieving - Attainment Mentor
- Achieving - Enrichment programme
- Achieving - Homework Club
- Achieving - S1 Chromebook Training
- Achieving - S1 Literacy Group
- Achieving - S1 Numeracy Group
- Achieving - S2 Literacy
- Achieving - S2 Numeracy
- Achieving - S3 Accelerate
- Achieving - S3 Achieve
- Achieving - S3-S5 Study Skills
- Achieving - S4 Accelerate
- Achieving - S4 Achieve
- Achieving - S5/6 Achieve
- Achieving - Study skills support group
- Achieving - Unit Catch up programme
- Achieving – S1&2 BTL Support Group
- Achieving – S3 Pathways Group
- Active - Duke of Edinburgh
- Active - S1 - S6 Active8
- Active - Yoga
- Healthy - Exchange Counselling
- Healthy - LIAM
- Healthy – The Exchange
- Included - Hub Club
- Included - LISN - Advice and Guidance
- Included - Music Communication Skills
- Nurtured - ASNA Sensory Break Time
- Nurtured - BGE Create Group
- Nurtured - Block Therapy Group
- Nurtured - Drawing and Talking
- Nurtured - Mindfulness
- Nurtured - Seasons for Growth
- Nurtured - SP Create Group
- Nurtured - Warhammer
- Respected - Being Mankind (BGE)
- Respected - Bounce Forward
- Respected - EST Tutor Meeting
- Respected - Imagine a Man (SP)
- Respected – MissMsMrs
- Responsible - DYW Team Referral
- Responsible - Invest Referral
- Responsible - S4 WCS Step Link Taster Course
- Responsible - S4 WCS T2 (transition to WCS) Course
- Responsible - S5 & S6 Princes Trust
- Responsible - SDS Referral
- Responsible - Zones of Regulation
- Safe - Code Red attendance
- Safe - Inclusion Support - Outreach Time
- Included - SAA Coaching and Modelling

## Stage 2

Additional Support from a service which is universally available

### Agreed at Extended Support Team Meeting / SISP / ESRG Meeting

- Home Link Service
- Routes referral
- SISP - Coaching and Modelling from FLR
- ESRG - Care Experienced Discontinuity Support
- ESRG - Complex ASNA Hours
- ESRG - SCOT
- ESRG - Coaching and Modelling Riverbrae
- Educational Psychology - EBSA Toolkit
- Educational Psychology - NVR Parent Group
- ESRG - Home Tuition Support
- ESRG - Specialist Equipment
- ESRG - Coaching and Modelling Mary Russell
- LISN - Advice and Guidance

LISN - Locality Inclusion Support Network

SISP - Staged Intervention Support Panel

ESRG - Education Support Resource Group

BTL – Barriers to Learning

## Stage 3

Multi-agency targeted services

### Agreed at Multi-agency Planning Meeting

- SCRA Referral
- Health - Diabetic Nurse
- Health - CAMHs
- Health - Occupational Therapy
- Health - Visual / Hearing Impairment
- Health - School Nurse
- Social Work - Voluntary or CSO Involvement
- Social Work – Woman and Children First
- Social Work - RADAR
- Third Sector Partner - Young Carers
- Third Sector Partner - Who Cares? Scotland
- Third Sector Partner - Barnardos
- Third Sector Partner - Aberlour Mentoring Service
- LISN - Advice and Guidance

## Stage 4

Authority specialist placement or outwith authority placements

### Agreed at SISP / ESRG Meeting

- SISP - Joint Placement Mainstream & FLR
- ESRG - Placement Riverbrae
- ESRG - Placement Mary Russell
- LISN - Advice and Guidance