



From mountain to sea

# Barthol Chapel School

## Supporting Learning – Getting it Right for Every Child (GIRFEC)



## Objectives

At Barthol Chapel Primary School we believe that all learners are entitled to a wide and empowering range of knowledge, skills and values.

We strive to ensure that our learners have consistent, co-ordinated support, when they need it through the approach, 'Getting it Right for Every Child' (GIRFEC). This approach places the child at the centre of their learning, fully involving and including learners in their learning and the assessment of their learning. We actively encourage the views of Barthol Chapel learners to ensure all children are treated fairly, with respect and feel safe.

## Supporting Learning at Barthol Chapel School

Well-being indicators are the basic requirements for all children and young people to grow and develop and to reach their full potential. Children and young people progress differently depending on their circumstances, but every child and young person has the right to expect appropriate support from adults to allow them to develop as fully as possible across each of the well-being indicators.

Barriers to learning may arise from, for example, specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues, etc.

Additional support may also be required to ensure progress in learning for the gifted and able, looked after children and young people, young carers, Travellers, asylum seekers and those for whom English is not a first language.

Targeted support also encompasses children and young people requiring more choices and more chances to achieve their potential. This 'targeted' support is usually, but not exclusively, delivered by staff with additional training and expertise.

All practitioners have a responsibility to provide effective learning activities which give learners choices around tasks and activities and create active learning opportunities in a challenging and supportive climate.

Through designing appropriate learning experiences across the curriculum in every context and setting, barriers are addressed and all children and young people can access learning to enable them to achieve at the highest level of which they are capable. This is especially applicable to planning for children and young people who may need additional support of some kind on their learning journey.

**'SHANARRI'**



These well-being indicators are used to assess and plan for each individual:

Safe

Healthy

Achieving

Nurtured

Active

Respected

Responsible

Included



## Additional Support Needs

Children can experience difficulties to learning for many reasons. Indeed, any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability or family circumstances, for example:

- Failure to master basic skills
- Difficulties with concepts and processes
- Difficulties in middle or higher order reading skills beyond the basic first stages of decoding
- Difficulties caused by work not being appropriately differentiated for the ability of the pupil or work inappropriate for their level of maturity
- Frequent absences or a fragmented education
- Children experiencing an unsettled home life, looked after children

Children and young people need to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (also known as SHANARRI or the Wellbeing Indicators) in order to achieve their potential. The Scottish Government also identifies that these wellbeing indicators need to be met for children and young people to be confident individuals, effective contributors, successful learners and responsible citizens.

The processes described in this document have been approved by the GIRFEC Management Group which has senior members from each partner organisation. The processes provide a practical and structured way of working which enables us to achieve the *GIRFEC* vision in our day to day work. It is a three stage process (**Staged Intervention Process**) which sets out best practice when assessing and meeting the needs of children and young people. It applies to all children and young people and to all the sectors which provide services to them.

## Addressing Concerns – The 5 GIRFEC Questions

When a concern is identified about a child or young person, you should ask yourself the 5 GIRFEC questions:-

1. What is getting in the way of 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?



### CHILD PROTECTION

Where there is a potential child protection concern, child protection processes must be followed as detailed in the Child Protection Policy



Legend
SCHOOL TEAM
EDUCATION SERVICE
Multi-Agency

## STAGE 1 – SCHOOL TEAM

1	<b>The Service Identifies Additional Needs in a child or young person</b> Is this child Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included? What is the answer to the 5 GIRFEC Questions?
2	Discuss the needs with the parents and the child (where appropriate for the age and understanding) and inform the Named Person of your concern. Discuss information sharing and record the outcome of your discussion. Give parent/child the information sharing leaflet.
3	Named Person contacts other agencies/services for initial information gathering.
4	Service identifies appropriate person to carry out the assessment, for example class teacher, support for learning teacher.
5	<b>What Paperwork Do I Need?</b> Contact Report, Core Record, Chronology, Single Service Assessment and Action Plan.
5	Assessment of need carried out with parents and child using the Child's My World Triangle in addition to Service assessment documentation.
7	<b>Can I (and my Team) meet this child's identified need and improve outcomes for them?</b>
8	<b>IF YES continue on yellow</b> <b>IF NO go to blue next page</b> 
9	Draw up Single Service Action Plan e.g. IEP with parents and child.
10	Review progress of the child with parents and child. Is the child Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included?
11	If acceptable progress has been made, review action plan and decide next actions to continue to sustain improvement for the child.
12	If progress has not been made consider if this child needs : i) To be reassessed by your Team ii) To be reassessed by your Service iii) Multi-agency Support.



# STAGE 2 – EDUCATION SERVICE

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1	<b>What other specialist input within the Education Service could help meet the identified needs of this child and improve outcomes? Answer the 5 GIRFEC Questions.</b>
2	<b>Named Person (Head Teacher) discusses sharing concern with this specialist input within the Education Service with child and parents. Discuss information sharing and record outcome of the discussion.</b>
3	<b>Service identifies appropriate person to carry out the additional assessment.</b>
4	<b>What Paperwork Do I Need? Contact Report, Core Record, Chronology, Single Service Assessment and Action Plan.</b>
5	<b>Additional Assessment of need carried out by specialist service using Child's My World Triangle in addition to Service assessment documentation.</b>
6	<b>Can the identified need of this child be met within your Service?</b>
7	<b>IF YES continue on blue</b> <b>If NO go to green next page</b> 
8	<b>Draw up Single Service Action Plan e.g. IEP, FHP, CYP with parents and child.</b>
9	<b>Review progress of the child with parents and child. Is the child Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included?</b>
10	<b>If acceptable progress has been made, review action plan and decide next actions to continue to sustain improvement for the child.</b>



Legend
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## STAGE 3 MULTI-AGENCY

1	What other Service / Agency input could help meet the identified needs of this child and improve outcomes for them? Answer the 5 GIRFEC Questions.
2	Discuss sharing concern with other Service / Agency with parents and child. Record outcome of discussion on Contact Record. Give parent/child information sharing leaflet.
3	Review Consent to Share Information, if appropriate Multi-agency Consent form signed.
4	Information gathered from parents and child and other agencies to complete assessment.
5	Lead Professional Identified.
6	<b>What Paperwork Do I Need ?</b> Multi-Agency Consent form, Contact Report, Core Record, Chronology, Single Service Assessment and Action Plan, Multi-Agency Request for Service Form.
7	Lead Professional draws up multi-agency Action Plan with other Services / Agencies / child and parents which includes input from all partners.
8	Review progress of the child with parents and child. Is the child Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included?
9	If acceptable progress has been made, review action plan and decide next actions to continue to sustain improvement for the child.
10	If progress has not been made consider if this child needs : i) To be reassessed by your Team ii) To be reassessed by your Service iii) Multi-agency Support.



# Universal Support

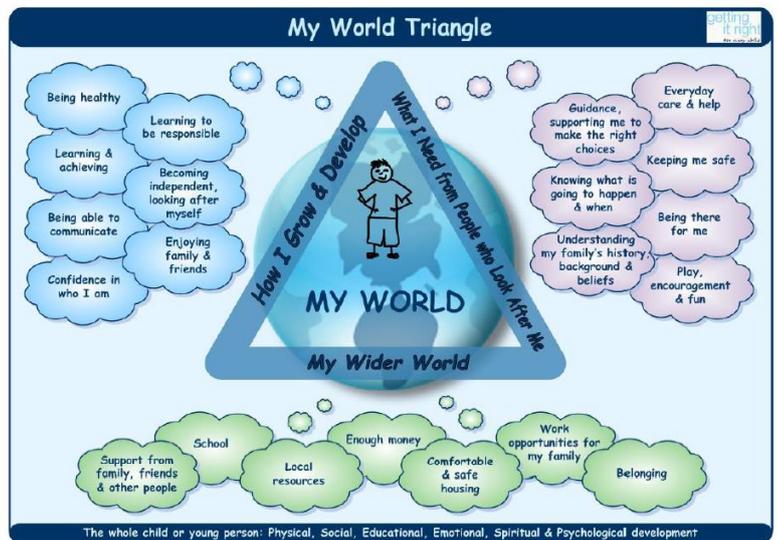
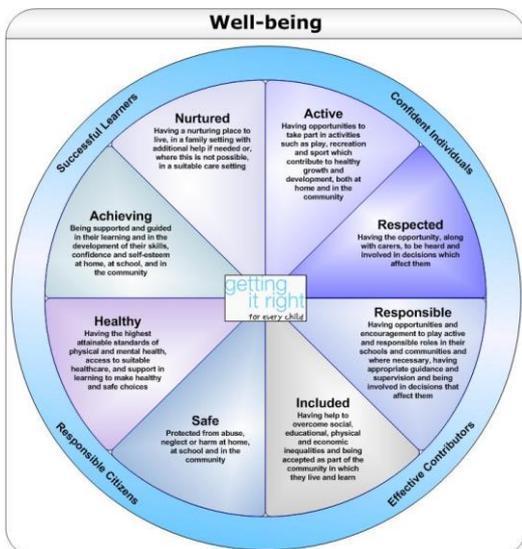
Supporting learning underpins the delivery of Curriculum for Excellence for all children and young people and it is the responsibility of all practitioners and partners to deliver this universal entitlement within their own teaching environments.

All learners at Barthol Chapel School have frequent and regular opportunities to discuss their learning with their class teacher who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. All children are involved in planning and reflecting on their own learning through formative assessment self and peer evaluation. Time is allocated to enable quality discussion to ensure that children recognise that they are included and valued. Learning conversations are used to identify and capture evidence of progress and achievements across settings and contexts, with a focus on skills, knowledge and attributes underpinning the four capacities. Also through discussion children and young people experience personalisation and choice within their curriculum. This includes identifying and planning opportunities for achievement which focus on the learning and progress which has been made through activities across the full range of contexts and settings.

If a concern is raised by a child, parent or staff member a holistic overview of progress and personal development is taken to enable early identification of barriers to learning.

Getting it Right for Every Child (GIRFEC) highlight the importance of effective and sustained early intervention practices. These practices help to ensure that appropriate action is taken to provide the right level of support for children who are at risk of not achieving their full potential.

Teachers shape the learning environment to meet the needs of learners. To do this, they need to know their learners well – as learners. This means that teachers need to consider whether the repertoire of learning and teaching approaches they use will deliver the aims and purposes of Curriculum for Excellence.



## Capturing the Holistic Picture

All staff at Barthol Chapel School are committed and contribute to keeping up to date records of children and young people's progress, achievements and views.

Records are based on evidence of learning and take the form of learning conversations, achievement records and target setting. Learners and staff select what best demonstrates the 'latest and best' exemplars of learning and achievement. Effective recording helps staff to ensure that appropriate support and challenge in learning is in place for each child and young person. It can be used to share success with staff, learners and parents.

## Named Person

Every young person in Scotland has the right to a Named Person – someone who can support them and their family if things aren't going well. Mr. Anderson our Head Teacher is the named person for the children and families in our school.

