



Uryside School is a school where everyone works together as a community to create an ethos where all the children are nurtured, respected, included, inspired and motivated in reaching their full potential, not only academically, but as confident individuals ready to actively grasp and follow their dreams in the future.

Uryside School Ethos

Our school ethos endorses the Scottish Commissioner's vision for children and young people. We firmly believe and strive to ensure that our children have consistent, co-ordinated support, when they need it through the approach, 'Getting it right for every child', placing the child at the centre of their learning, fully involving and including children in their learning and the assessment of their learning. We actively encourage the views of Uryside children to ensure all children are treated fairly, respected and safe.

Inclusion

At Uryside School we believe that all children, irrespective of educational setting, are entitled to a wide and empowering range of knowledge, skills and values.

**Inclusion means ensuring the participation and highest achievement of all. Inclusive practices recognise and value the richness of diversity and develop appropriate responses to meet everyone's needs.*

'A Vision for Scotland Right Now'

By Children and Young People



Scotland's Commissioner for Children & Young People

Core Values



Preparing the Whole Child for the Whole World

We are committed to the principles of Getting it Right For Every Child (GIRFEC) which along with the four capacities of Curriculum for Excellence form the foundation of our of educational programmes. These core values are part of the planned curriculum, woven into the very fabric of school life.

**Four Capacities of Curriculum for Excellence; confident Individuals, responsible citizens, successful learners and effective contributors*

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.

The Whole Child Centred approach will help our children to be successful learners, confident individuals, effective contributors and responsible citizens.

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, Gypsies and 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 positive, sustained post-school destinations.

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.

It is important to note that children and young people can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any point of their learning journey for some or throughout the journey.

'SHANARRI'



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

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included



It can also include supporting the progress of the most able through enrichment of learning through exploration of different contexts within a level.

Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.

**The Education Additional Support for Learning (Scotland) Act 2014*

Universal Support

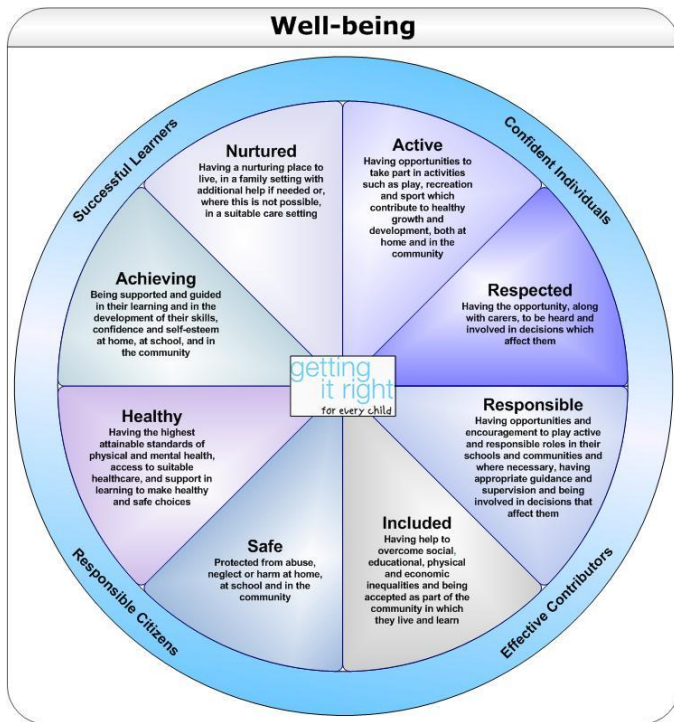
Supporting learning underpins the delivery of Curriculum for Excellence for all children and young people and it is the responsibility of all practitioners and partners to deliver this universal entitlement within their own teaching environments.

All children and young people at Uryside 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 and personal learning planning. 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.

The Early Years Framework and 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.

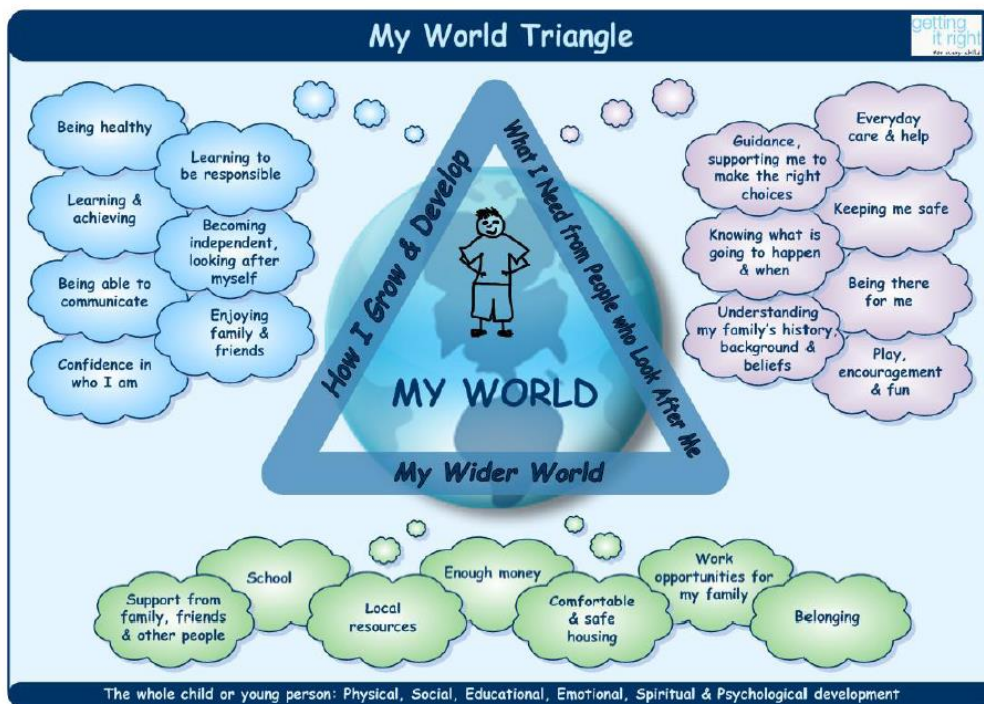
Teachers shape the learning environment to meet the needs of learners. To do this, they need to know their learners well – as learners. This means that teachers need to consider whether the repertoire of learning and teaching approaches they use will deliver the aims and purposes of Curriculum for Excellence.



Aberdeenshire Council Support Manual – Education through Care

This electronic Support Manual describes in practical terms how to meet the needs of all children and young people, with an emphasis on those who are vulnerable or who require additional support.

<http://www.supportmanual.co.uk/>



Capturing the Holistic Picture

All staff at Uryside 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 personal learning plans, learning conversations, best work folders, 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.

Achievement

Achievements are recognised and celebrated in collaboration with the learner e.g. assembly sharing learning achievements, certificates and displaying achievements. By providing children and young people with opportunities to reflect on key selected evidence of their achievements, they will better understand significant success, identify next steps in their learning and explain what has been learned to others (such as those involved in the next stages in the learning journey).

Multi Agency Working

All our plans are built on Curriculum for Excellence and the GIRFEC principles, and we have a number of different planning processes described below in line with Aberdeenshire Council guidance and policy to ensure that we support children fully in reaching their potential and support children in overcoming barriers to learning.

Currently Aberdeenshire Council are streamlining planning process and will be moving towards a single child's plan.

- Multi-Agency action planning meetings,
- Single Agency Child's Plan
- MAP – Managing Accessibility Plan
- Integrated Children's Services Plan

Multi Agency action planning guidance provides a practical and structured process which enables us to achieve the *GIRFEC* vision in our day to day work.

It is a three stage 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 sectors providing services to them.

This guidance will provide you with a step-by-step guide through the separate stages of this process


Multi Agency Action Planning Process

Guide to GIRFEC Assessment and Action Planning in Aberdeenshire

<http://www.girfec-aberdeenshire.org/for-practitioners/practitioners-toolkit/>

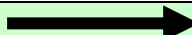
Legend
Team
Multi-Agency
Service

Team

1	The Service Identifies Additional Needs in a child or young person 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.	
5	What Paperwork Do I Need ? 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	Can I (and my Team) meet this child's identified need and improve outcomes for them?	
8	IF YES continue on yellow	IF NO go to blue next page 
9	Draw up Single Service Action Plan 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.	

SERVICE

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

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	What Paperwork Do I Need ? 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 Integrated 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.

*If you would like any further information please do not hesitate to contact us. Please also see at the end of this document a comprehensive list of information guides and support materials

Positive Learning Environment

Inclusion is about all learners and about taking action to remove barriers to participation and learning. We believe inclusion involves eliminating discrimination and promoting equality through developing positive relations and behaviour. At Inverurie Market Place Primary we pride our school community on providing an inclusive learning environment which has a positive and supportive influence on children and young people.

Working Together

'Getting it right for every child' puts the wellbeing of children and young people at the centre. A common coordinated framework for assessment, planning and action across all agencies is used to address needs. Getting it right for every child recognises that children, young people and their parents / carers have the right to be consulted about decisions that affect them.

It promotes a shared approach that:

- Builds solutions with and around children and families
- Enables children to get the help they need when they need it
- Supports a positive shift in culture, systems and practice
- Involves working together to make things better

Actively encourages pupil and parent views and contributions which we strive to gain.

Building Links and Partnerships within the Community

We pride ourselves on working closely with our partners. Health, social work, police and education partners within our community work together to ensure that effective multi-agency information-sharing is in place and that full and relevant information about children's and young people's circumstances is used to inform the planning and delivery of appropriate support to ensure that effective steps are taken to remove any barriers to learning resulting from social and emotional circumstances including, for example, challenging behaviour.

For further information and related forms and information leaflets please visit: GIRFEC Aberdeenshire

<http://www.girfec-aberdeenshire.org>

Guide to GIRFEC Assessment and Action Planning in Aberdeenshire

<http://www.girfec-aberdeenshire.org/for-practitioners/practitioners-toolkit/>

Practitioners Information

<http://www.girfec-aberdeenshire.org/for-practitioners/>

Parents and Carers Information (Wellbeing, What is a Child's Plan, What is Lead Professional)

<http://www.girfec-aberdeenshire.org/for-parents-carers/>

Young People Information

<http://www.girfec-aberdeenshire.org/for-young-people/for-young-people/>

For Further Information

<http://www.girfec-aberdeenshire.org/>

<http://enquire.org.uk/>

<http://www.supportmanual.co.uk/>

<http://www.educationscotland.gov.uk/inclusionandequalities/>

Reviewed May 2019

Appendix 1: GIRFEC Staged Intervention Process

Appendix 2: GIRFEC Model of Support