

Early Intervention Team IMPROVEMENT PLAN

2018 / 2019



Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Plan

Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Flexible early learning and childcare implementation

Local Authority Factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework

Raising attainment, including closing the gap

Delivering Better Outcomes

Single Outcome agreement

Corporate Plan

Integrated Children's Services Plan (Life Stages)

Education Services Management Plan

West Lothian's Early Years' Framework

West Lothian Parental Engagement Framework

Increased entitlement to early years' provision

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

Pupil Equity Funding

How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Scotland's Young Workforce

Building the Ambition

Standardised Assessments

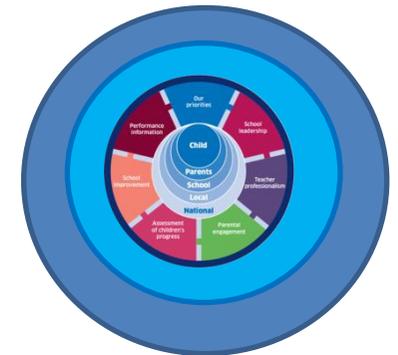
Child Protection Issues / Guidance

National Legislation: Children and Young People (Scotland) Act 2014

GTCS standards and professional update

Effective moderation processes (internal and external) to inform the achievement of a CfE level

Children and young people's assessments that are accurate and inform decisions and interventions and contribute to their progress and wellbeing



Vision & Values

The vision of West Lothian's Early Intervention Team is to support individuals to achieve, through positive communications and nurturing relationships. By working in partnership with schools, families and other agencies, we aim to raise attainment for all the children and young people we support.



"Supporting individuals to achieve, through positive communication and nurturing relationships."

Understand – Support – Nurture – Achieve

CURRICULUM FRAMEWORK

<p style="text-align: center;">Values</p> <p>The Early Intervention Team provides supportive and nurturing input for learners whom we value and respect. We continue support the development and delivery of:</p> <ul style="list-style-type: none"> ▪ A stimulating curriculum which is meaningful and demonstrates clear progression, challenge, and meets the needs of individuals ▪ Values which promote a positive attitude to learning and values and celebrates achievements, progress and success. ▪ A belief in inclusion and well supported opportunities to engage in the mainstream school environment successfully. ▪ To provide and support children with opportunities to develop their abilities within the four capacities 	<p style="text-align: center;">Totality of the curriculum</p> <p>The team is committed to the continuous development of a learning experience which is motivating, engaging, challenging and enriching. We:</p> <ul style="list-style-type: none"> ▪ Provide planned opportunities using different environments to enhance learning ▪ Ensuring our core values underpin everything that we do. ▪ Our planning approaches meet the needs of all learners ▪ Deliver meaningful and skills based learning and support pupil health and wellbeing, both physical and mental ▪ Highlighting personal and wider achievement and successes of individuals to the school, their parents and the wider community. 	<p style="text-align: center;">Learning and Teaching</p> <p>The Early Intervention Team strives to ensure learning and teaching is of the highest quality for all learners by engaging pupils in:</p> <ul style="list-style-type: none"> ▪ Stimulating, active and engaging learning opportunities ▪ Having shared understanding of pedagogy and high quality learning and teaching approaches through collaborative practices ▪ Suitably differentiated and supported learning opportunities and working with all agencies to plan successful interventions for pupils based on their needs ▪ Formative Assessment Strategies to ensure effective differentiation, pace challenge and application ▪ Our understanding of the Significant Aspects of Learning within CFE and embed this within our practice
<p style="text-align: center;">Experiences and Outcomes</p> <p>All staff have engaged with the Experiences and Outcomes to inform learning. We continue to work with:</p> <ul style="list-style-type: none"> ▪ Curriculum progression pathways to ensure all learners receive a curriculum which meets their needs ▪ Provide creative and innovative experiences across the curriculum ▪ Regularly engage with key documentation and up to date curricular developments to inform practice and develop our knowledge to best support our learners. ▪ To effectively engage with Education Scotland resource site ▪ Supporting key stages of transition to ensure seamless progression and achievement in learning and successful transitions from one setting to another by needing the needs of the individual. 	<p style="text-align: center;">Successful learners Confident Individuals</p> <p style="text-align: center; color: blue; font-weight: bold; font-size: 1.2em;">UNDERSTAND. SUPPORT</p> <p style="text-align: center; color: blue; font-weight: bold; font-size: 1.2em;">NURTURE. ACHIEVE</p> <p style="text-align: center;">Responsible Citizens Effective Contributors</p>	<p style="text-align: center;">Entitlements</p> <p>All Learners have access to a broad general education providing high quality learning experiences. We provide support to pupils to allow them to access:</p> <ul style="list-style-type: none"> ▪ A shared understanding of GIRFEC Wellbeing indicators and recognise them within their daily lives ▪ Support for learners to develop 'Skills for life' and to understand these skills are transferable and allow them to get the most out of their education. ▪ Encouraging pupils to engage in shared experiences with their peers providing opportunities for them to express their views and celebrating their successes and achievements in a variety of settings.
<p style="text-align: center;">Personal Support</p> <p>The Early Intervention Team encourages all learners, staff and the wider community to have a positive, solution focused mindset.</p> <ul style="list-style-type: none"> ▪ Positive relationships and good communication with all learners, staff and other agencies involved promotes clear pathways and robust support for individuals. ▪ By developing positive relationships with individuals and consistent approaches this promotes resilience, confidence, a sense of pride and greater ability to be successful in the world around them. ▪ Consistent approaches are used to support learners to understand their next steps in learning and how they can reach their full potential ▪ Identifying the needs of individual learners through high quality planning of interventions and engagement in professional dialogue & moderation 	<p style="text-align: center;">Principles</p> <p>The Early Intervention Team operates in line with current practice guidelines of the curriculum design principles. We provide and will continue to develop:</p> <ul style="list-style-type: none"> ▪ Opportunities for personalisation and choice, challenge and enjoyment ▪ Planning to reflect breadth, progression and depth ▪ Learner involvement in planning through the use of high quality questioning and dialogue ▪ Professional knowledge and understanding of curriculum principles and increased expectations ▪ Effective use of professional documentation to support practice 	<p style="text-align: center;">Assessment</p> <p>Assessment information informs next steps in learning and teaching. We are developing:</p> <ul style="list-style-type: none"> ▪ A shared understanding of the philosophy and pedagogy of profiling ▪ Record keeping that reflects pupils with ownership and opportunities to review on their learning, progress, successes and achievements ▪ A shared understanding of target setting and use a range of evidence to inform next steps in learning ▪ A Robust Tracking and monitoring System which supports analysis of data to impact on learning ▪ A shared understanding and active involvement in self-evaluation, review of current practice and confidence it is fit for purpose to support improvement

HGIOS4 factors

Leadership and Management

1.3 Leadership of change

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

1.4 Leadership and management of staff

- Governance framework
- Building and sustaining a professional staff team
- Staff wellbeing and pastoral support

Learning Provision

2.4 Personalised support

- Universal support
- Targeted support
- Removal of potential barriers to learning

2.3 Learning, teaching and assessment

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

2.6 Transitions

- Arrangements to support learners and their families
- Collaborative planning and delivery
- Continuity and progression in learning

Inclusion & Wellbeing Service- Early Intervention Team		Ensuring Excellence and Equity				
PRIORITY 1 Develop a shared vision, values and aims relevant to the service and its community and make the EIT services more accessible to all stakeholders in order to close the attainment gap between the most and least disadvantaged children.	HGIOS4 QIs		Proposed Actions	By Whom	By When	Measures of Success (include performance data, quality indicators and stakeholders' views)
<p>Improvement in all children and young people's wellbeing:</p> <p>*Make EIT services more accessible for schools to engage with by developing the service website and referral process</p> <p>*Sharing good practice from the team with the wider authority.</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	<p>1.3</p> <p>1.4</p>	<p>- Establish EIT Vision and Values and share with all stakeholders</p> <p>- online referral development and launch</p> <p>- regular triage meetings to allocate caseloads</p> <p>- regular case load meetings with staff</p> <p>- develop a tracking and monitoring system that demonstrates the impact of interventions and the progress made by pupils benefiting from interventions</p> <p>- through the use of FORMS, track and monitor caseloads.</p> <p>- Implement "surgery" times for teaching and support staff to access advice and support.</p> <p>- share information about EIT with different groups across WL eg. HTs, probationers, Middle Leadership Forum, SfL Network, Panel Workers</p>	<p>All</p> <p>KG & PH</p> <p>All</p>	<p>Sept '18</p> <p>Oct '18</p> <p>Oct '18 Ongoing</p>	<p>-Team created V&V, now on all communication</p> <p>-Launched 1st Oct 2018</p> <p>-Team requested Caseload meetings- initial ones to take place in Dec 2018</p> <p>-Form used initially, now using full caseload tracker on Excel</p>
<p>PRIORITY 2 Deliver the provision of high quality support that enables all children and young people to achieve success. By developing strong partnerships with schools, parents and other stakeholders and by monitoring the impact of interventions and making timely adjustments to practice we will provide highly-effective universal and targeted support.</p>						
<p>Raising attainment for all:</p> <p>Develop knowledge of Nurture Based Principals through engaging with professional training and using nurturing approaches with all of our pupils.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<p>2.3</p> <p>2.4</p> <p>2.6</p>	<p>- 3 team members to be trained on how to set up Nurture Groups</p> <p>- Attend Nurture Network sessions</p> <p>- Staff undertake Food Hygiene Training (x7)</p> <p>- Set up and deliver nurture group sessions in areas of need- highlighted by referrals</p> <p>- Team members attend ACE aware training and focus on trauma Informed principals</p> <p>- Attend ACEs HUB Steering Grp meetings</p>	<p>DMc EL GU</p> <p>HF A-MP NL A-MP NL</p>	<p>Sept '18</p> <p>Oct '18</p> <p>Sept' 18</p>	

<p>*Develop understanding of ACEs</p>			<ul style="list-style-type: none"> - Make links between Trauma Informed teaching approaches and ACES - Screen "Resilience" DVD as part of staff CLPL session - CLPL around how to support pupils who have experiences trauma - CBT Training for staff - CLPL - Appointed team members to attend ACES Hub events - Develop links with other agencies to better support children who have experienced trauma - SMHFA Training 	<p>HF CA All</p> <p>NL</p> <p>All</p>		<p>Sept '18</p>
<p>*Improve support for LAC</p>			<ul style="list-style-type: none"> - Scottish Government funded project with LAC in residential Care (See separate action plan) - Attachment & Trauma Training - Staff shadowing HF & CA to further develop support network for LAC 	<p>HF CA</p> <p>MB HF CA</p>		<p>LAC SAC Project started Oct 18</p>
<p>*Provide a range of opportunities for WL authority teaching and support staff to engage in CLPL which will allow them to have greater confidence in supporting a wider range of needs within the mainstream setting.</p>			<p>Provide WL staff with opportunities:</p> <ul style="list-style-type: none"> - for team teaching, modelling & shadowing EIT team members - Probationer Training- Positive Relationships Training - Deaf Awareness training in inservice days - Drop in "surgeries" for staff - Develop online support network- via GLOW or IWS Website - Develop online resource area where WL staff can access materials to support in class. - Develop a CLPL programme that is offered out to WL Staff <ul style="list-style-type: none"> -self esteem -managing distressed behaviour -crisis management -ASD awareness -..... -etc- extend this programme 			
<p>*Develop programmes of work that are clearly linked to CfE Experiences and Outcomes thus supporting pupil</p>			<p>Develop:</p> <ul style="list-style-type: none"> -Nurture groups within schools/at Skills Centre/community centres -JASS programmes -update current training to link with CfE outcomes and 	<p>KG PH</p>		

<p>attainment and achievement.</p> <p>*Develop robust, enhanced, year long programmes of work that support pupils with a high level of need through transitions from Nursery to P1 and P7 to S1.</p>			<p>to trauma informed practice -Develop lessons focusing on mental health - develop support for staff and schools to broaden the perspective and understanding of achievement and attainment -provide opportunities for peer support through group session for children with Hearing Impairments</p> <p>-deliver ASD “Unique” presentations to P6 & P7 classes to help develop wider understanding of autism. -year-long transition programmes and outlines to support Nursery to P1 and P7 to S1 transitions. -develop links with secondary staff to further enhance transition process; better opportunities to engage in enhanced transition opportunities; key workers meetings in May/June to support receiving staff - provide transition support training for SfL staff re. ASD -Chair Autism Strategy Group – with a view to rolling out training to WL staff in a manageable way</p>	<p>HIT</p> <p>AMP EL FM AH MB MB</p> <p>KG AMP</p>	<p>Dec '18</p>	

**Additionality: Pupil Equity Funding Plan:
Closing the attainment gap between the most and least advantaged children**

PART 1: Contextual Data Analysis & Rationale

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- a) Background
- b) Data
- c) What is our 'gap' and who are our target groups and their barriers to learning?
- d) Summary/overview of proposal & non-negotiable outcomes

PART 2: Actions & Outcomes

PEF Priority	Proposed Actions & Resources <i>(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)</i>	Stage/ Year Grp	What is the expected impact on reducing the gap in your context of your proposed actions? <i>(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)</i>	How will you measure the impact? <i>(You must be specific here in terms of:</i> <ul style="list-style-type: none"> • <i>new and existing performance data and other quantitative and qualitative information that will be required</i> • <i>plans for how data will be collected and reported)</i>
Literacy				
Numeracy				
Health and Wellbeing				
Across Learning				
Cluster Professional Learning (bespoke)				