

Antonine Primary School & Nursery Class

Getting
It
Right
For
Every
Child



The Scottish Government's
Agenda for GIRFEC in
Antonine Primary School
and Nursery Class
-a Guide for Parents

In 2008 the Scottish Government introduced a new policy that seeks to 'Get It Right For Every Child' (GIRFEC) in Scotland. Falkirk Council, as part of Forth Valley's GIRFEC framework, has carried out extensive training for staff in the **Universal Services of Education, Social Work and Health**. These trainings have allowed professionals within each service to meet together and share the impact of the policy within each service. Engagement has led to greater understanding of the impact of the work carried out with children and their families to ensure they have the best possible outcomes as they grow.

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70%-80% of children and young people will grow from pre-birth into adulthood without requiring input from anyone other than their own family. However, the other 20%-30% will, at various times, require support from professional agencies due to difficulties within their families or barriers to learning at school or indeed any number of challenges due to health issues. The GIRFEC agenda becomes pro-active within this setting.

Each of the Universal Services uses a similar planning format to plan for and record support that is relevant to the child and the family including any other support network around them – the **Integrated Assessment Framework (IAF)**. One or more of the Universal Services will engage with a family to determine the best kind of support based on a series of assessments.



In Antonine Primary School, if your child, either before or during their time in the nursery class, requires specific assistance- this is likely to be known about already. When a child is born the Health Visitor visits to ensure a child is meeting all developmental milestones. If there was concern before nursery and the issue still exists the Health Visitor will liaise closely with the nursery to ensure that there is support both at home and in Nursery. The Headteacher is made aware of this and will arrange planning meetings that will include: an Early Years Officer, a member of the school's Senior Management Team and any other relevant professional agencies. When the child transitions to Primary One there is a continuation of engagement with the child and the family to ensure the child has appropriate support as they move on through their next educational chapter.

By this stage each child has a **Chronology** which is a record of significant life events that may impact on a child. If the child requires formal recording of additional support a 'Form 4' is created (or revised if one exists from pre-school stage). This is issued to any adult who is part of the '**Team Around the Child**' (TAC) so that everyone understands the role they have in supporting that child. Meetings are arranged at appropriate intervals to ensure support is still relevant to the child or family's needs.



Sometimes, a child's circumstances may become extremely difficult and, if too difficult for their family to deal with, **Child Protection** measures may need to be put in place. This means that the school will engage with Children's Services from Social Work who can bring in very specific support for that child or family. This is often a temporary measure and can be altered as circumstances improve.

Getting it right for every child does not always mean that children *struggle* to keep up with the anticipated development of their peer group. Some children require support because they are attaining extremely well and even above their chronological age. Schools are required to respond to this also as children should be developing learning skills as they grow, regardless of whether they are ahead or otherwise for their age and stage. Pupils at Antonine are assessed by class teachers throughout a lesson, a day, a week, a term, a year and longer. Some of this assessment is more formal than others; assessment methods used may be formative, summative and diagnostic. The teacher has responsibility to respond to needs through assessment up to a particular point; from here, other support is put in place...

In addition to the class teacher children may be supported by any of the following personnel, as part of the 'school team':

Support for Learning Assistant (SFLA),
Support for Learning Teacher (SFLT) and the Educational Psychologist.

Further support is sometimes sought from the school nurse, a Family Support worker, Young Carers, Inclusion Support team, Community and Learning Team, amongst others either within the locale or beyond. This support is requested through engagement with the locality coordinator...

At various points throughout the year a Multi-Agency Group (MAG) meets. A

MAG is made up of professionals from all or some of: Education, Social Work, Health, Family Support Service, Homelink, Barnardos, Women's Aid, and others if thought their service would be helpful. This can be a very effective route to engage services with very specific skills. A MAG is chaired by the locality coordinator.

Links:

Falkirk Council Education Services:

<https://www.falkirk.gov.uk/services/specialist/girfec/girfec.aspx>

Scottish Government GIRFEC:

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright/publications>

Forth Valley GIRFEC:

<http://www.nhsforthvalley.com/>

If you have any further questions about GIRFEC you can get in touch with the Headteacher through the school office:

antonineprimaryschool@falkirk.gov.uk

