

Lead Professional

When a child's plan is required, this is where a lead professional will be needed. The lead professional is an agreed, identified person within the network of practitioners who are working alongside the child or young person and their family.

At Maybury Primary School, the Lead Professional will be the person who has the greatest responsibility in coordinating and reviewing the child's plan. This could be the class teacher, Early Years Officer, Support for Learning Teacher, a member of the Senior Leadership Team or a professional from another organisation.

Named Person

Children, young people and families need to know who they can contact when they need access to relevant support for their own, or their child or young person's wellbeing.

Within the GIRFEC approach, these foundations are carried out through the role of a named person who is able to provide a clear point of contact within universal services, if a child, young person or family want information, advice or help.

The Named Person will change as the child grows passing from the midwife, to the health visitor, to the primary head teacher, to the secondary guidance staff.

The support of a named person is available to all children, young people and their families. However, there is no obligation on children, young people and families to accept the offer of advice or support from a named person.

How can we help?

We understand that you may not feel comfortable contacting the school, but we'd like to make it as easy as possible for you to contact us.

We're here to listen and provide any support we can if you have any concerns or there is a change at home. Please use this form [Family Support](#) or call the office and ask to speak to Mrs Imrie or Mrs Vallim.



What kind of supports might be put in place for my child?

At Maybury Primary School, we aim to meet each and every learner where they are with an inclusive, child-centred and unified approach. Our educators utilise a wide range of [universal supports](#) to help each child succeed in learning. These are high quality learning and teaching strategies to support children across the curriculum, such as differentiated learning tasks, liaison with home regarding progress, and providing calm and organised learning environments.

At times, it is appropriate to provide [targeted supports](#) for children in order to help them meet their full potential. This could include the following:

- Completion of [CIRCLE documents](#) in collaboration with parents/carers. The CIRCLE framework is a bank of checklists created by CEC, NHS Lothian and QMU, aimed at supporting children's focus and concentration, verbal communication, social and emotional relationships, gross and fine motor skills, and organisation and planning skills. The checklists are used as planning documents and strategy banks by our team around the child to guide and track progress when a particular aspect of learning is proving challenging.
- Completion of a [Literacy & Dyslexia Checklist](#) in collaboration with parents/carers. This is **not** a formal identification of dyslexia, but is instead a method of tracking applied strategies to support learners finding a particular aspect of literacy challenging.
- An [Assessment of Need](#) may be completed when the team around the child have discussed or identified a range of ongoing concerns regarding a child's progress. The team will collect the child's views, and meet to discuss progress around the GIRFEC indicators. Targets will be set, and follow-up meetings may be scheduled.
- Should further intervention be required, [progress meetings](#) with the appropriate focus will be convened either with appropriate school partners, or involving external partners when necessary.
- Where additional targeted supports may be required, a regular Child Planning Meeting may be scheduled. This is an opportunity for the extended team around the child to meet and discuss progress and may include family, teacher, ASL lead, and external partner agencies.



GETTING IT RIGHT FOR EVERY CHILD

Information provided in this leaflet is taken from the Scottish Government and Edinburgh Council GIRFEC Policy and Guidance. August 2024



Getting it right for Every Child

Getting it Right for Every Child (GIRFEC) aims to support and promote children and young people's wellbeing by making sure they have access to the right support when they need it.

GIRFEC Principles and Values

- placing the child or young person and their family at the heart, and promoting choice, with full participation in decisions that affect them
- working together with families to enable a rights respecting, strengths based, inclusive approach
- understanding wellbeing as being about all areas of life including family, community and society
- valuing difference and ensuring everyone is treated fairly
- considering and addressing inequalities
- providing support for children, young people and families when they need it, until things get better, to help them to reach their full potential
- everyone working together in local areas and across Scotland to improve outcomes for children, young people and their families

Wellbeing Indicators

Using the GIRFEC principles, the approach to considering children's wellbeing should be rights-based, strengths-based, holistic and adaptable enough to take account of stage of development and the complexity of each child or young person's individual life circumstances.

Practitioners and organisations should consider each of the eight wellbeing indicators in collaboration, with children, young people and their family.

Safe – growing up in an environment where a child or young person feels secure, nurtured, listened to and enabled to develop to their full potential. This includes freedom from abuse or neglect.

Healthy – having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.

Achieving – being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.

Nurtured – growing, developing and being cared for in an environment which provides the physical and emotional security, compassion and warmth necessary for healthy growth and to develop resilience and a positive identity.

Active – having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.

Respected – being involved in and having their voices heard in decisions that affect their life, with support where appropriate.

Responsible – having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision.

Included – having help to overcome inequalities and being accepted as part of their family, school and community.



Child' Plan

A personalised child's plan is developed when those working with the child or young person and family identify that a child or young person needs a range of extra support planned, delivered and co-ordinated.

To begin the plan, an Assessment of Need (AoN) will look at the whole child around the 'My World Triangle' of personal growth and development, the home and family and the wider world of the community.

The assessment will recognise the factors in a child's life which are strengths and the areas identified that require extra support.

From the Assessment of Need a plan can be made to improve outcomes for the child. Each professional, child and parent or carer will be able to agree the steps to be taken, who is responsible for each action and what the process is to review how the child is progressing and what further/different steps might be needed.

Information Sharing

To enable better working together, it may be necessary to share information. Both parents and children (where appropriate) will be asked to give permission for this.

