



At Charleston School we are committed to 'Getting it Right for Every Child', in line with Aberdeen City Council's operational guidance; 'Getting it Right for Every Child in Aberdeen', 2016. This works hand in hand with our work towards recognition as a Gold Level Rights Respecting School.

"Every child is an individual with individual needs and services should be designed in a way that keeps those individual needs at the centre of what they do. Getting it Right provides a framework for all services and agencies working with children, young people and families to deliver a co-ordinated approach which is appropriate, proportionate and timely." (<http://www.gov.scot/Publications/2010/07/19145422/0>)

At Charleston School we use termly Pupil Progress Discussions to identify and plan for the individual needs of all of our pupils, using professional judgement and assessment data to support us in building a picture of the child as a whole. We have an open door policy and parents are encouraged to share any concerns that they may have about their child. Staff share information sensitively and where appropriate to ensure that pupil needs can be best met. Children are encouraged to reflect upon their well-being, focusing on the eight aspects of SHANARRI and are given opportunities to explore what their areas of need may be and how school can help to meet them.

Children and Young People Act 2014

The Children and Young People Act 2014 aims to improve the way services work to support children, young people and families including;

- All children and young people have access to a named person
- A single planning process to support those children who require it
- A definition of wellbeing in legislation

*"Getting it Right provides a framework for all services and agencies working with children, young people and families to deliver a **co-ordinated approach** which is **appropriate, proportionate and timely.**"* (www.scotland.gov.uk/publications/2011/03/14130453/8)

At Charleston School, where appropriate to meet the needs of the child, the SLT work alongside parents, pupils, school staff and other professionals; including Educational Psychology, Social Work, Doctors, Nurses, SALT, OT, Physiotherapy and Educational Social Work, to devise Child's Plans and associated Individual Educational Plans (IEPs) which include SMART targets to support the learning and development of the individual child. Plans are revisited frequently and appropriate timescales are set for targets to be achieved.

The following 5 GIRFEC questions are used to support the development of these plans to enable staff to best meet the needs of the child;

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?*

When Multi-Agency Meetings and Child's Plans are needed to best support the needs of the child and family, the child's chronology and findings from a SHANARRI (safe, healthy, active, nurtured, achieving, responsible, respected and included) questionnaire will be used alongside professional judgement, to support assessment of the child. As the named person for school aged children, Charleston's Head teacher will take a lead, or will appoint a more appropriate lead professional, to ensure that targets set are met and that action points have been followed through. The lead professional will keep in contact with all other professionals, where appropriate, to ensure that the needs of the child are being met.