



Alva Academy

More Choices More Chances

Supporting Young People in Education 2008 / 2009

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Aims and Objectives

What are our targets?

Aims

The MCMC Strategy for Young People in Education (Alva Academy) aims to:

- Motivate, stimulate and raise attainment.
- Build confidence, optimism and aspirations.
- Educate and develop 'life skills' through a wider range of curriculum and vocational provisions.
- Increase the number of students who arrive into a positive destination following successful transition into employment, education or training.

Objectives

The aims will be met through the application of the following objectives:

- Identify pupils who would most benefit from intensive pastoral and additional support.
- Carry out interviews, reviews and progress meetings with each identified pupil.
- Establish levels of attainment and progress.
- Target set (academic and personal targets).
- Track attainment and achievements.
- Establish and maintain links with external organisations and agencies.
- Attend regular meetings with internal and external support personnel.
- Develop and organise motivational workshops for group delivery (*external*).
- Design and deliver suitable group work activities (*internal*).
- Provide regular feedback and information exchange between school and parents / carers.
- Conduct home visits with the Attendance and Welfare Officer.
- Record pastoral notes and information within monitoring systems on a regular basis.
- Match provision to the emerging needs of young people within Alva Academy.
- Provide updated information and progress reports to The DHT and The Authority MCMC Co-ordinator.

MCMC Co-ordination

Responsibility and Accountability

The Role of The Principal Teacher (MCMC) - Duties and Responsibilities

As co-ordinator of the MCMC Strategy within the school, the Principal Teacher has direct responsibility to ensure that all new and existing provisions for those pupils who fall into the potential NEET category follow the National and Local Strategies and Agenda.

The Principal Teacher (MCMC) carries out the following duties (which are not conclusive):

- Developing, managing, implementing and evaluating a development plan for supporting pupils in collaboration with other PTs of Pupil Support and other colleagues within the context of the School Improvement Plan.
- Leading, managing and monitoring the delivery of support for pupils across the full range of needs of pupils.
- Working in partnership with colleagues, parents, other services, agencies and staff in other schools including local primary schools in addressing the needs of pupils with additional support needs.
- To contribute to the development and evaluation of school policy and arrangements for its implementation within the context of authority policy.
- To contribute to the delivery of Children's Services aims and the national priorities in the context of the School Improvement Plan.
- To contribute to the good order and wider needs of the whole school.
- Pastoral care, curricular progress and vocational guidance of pupils.
- Oversight of the compilation, maintenance and review of high quality Personal Learning Plans and where necessary Co-ordinated Support Plans / Individual Educational Plans and staged intervention procedures for identified pupils.
- Providing pastoral and vocational advice / guidance to pupils on issues relating to their education and care.
- To ensure the management of resource requisition, including responsibility for the maintenance of an inventory to enable the effective control of equipment and materials.

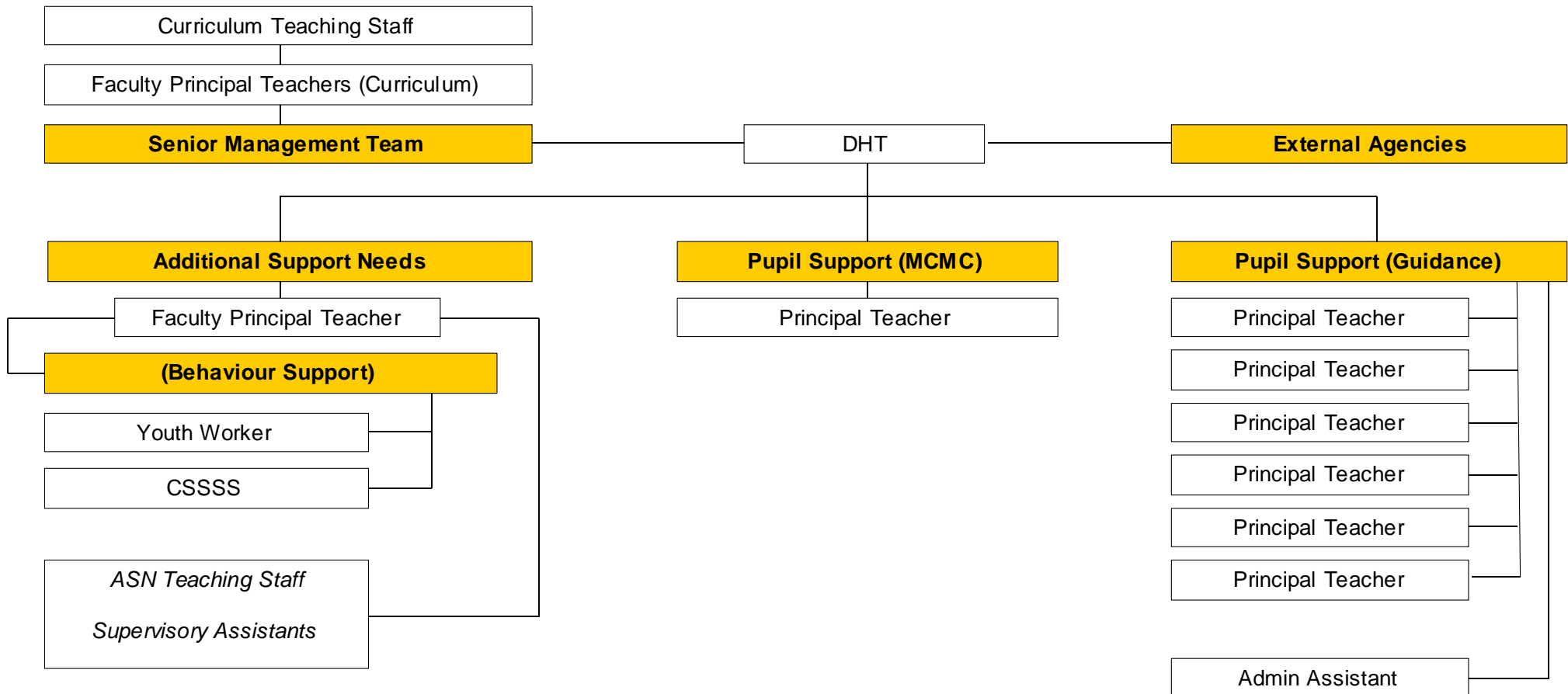
The Principal Teacher (MCMC) will liaise with the following professional colleagues and agencies:

- . Additional Support Needs
- . Guidance / Key Worker Support
- . Youth Worker
- . Attendance and Welfare Officer
- . Educational Psychologist
- . Young Carers
- . Woman's Aide & Outreach
- . Careers Advisor
- . College Link Advisor
- . Careers Scotland
- . Community Learning & Development
- . Forth Valley College of Further Education
- . Caledonia Youth
- . Volunteer Centre Clackmannanshire
- . Clackmannanshire Works
- . The Joint Youth Team
- . Secondary Schools Support Service
- . Youth Justice
- . Path
- . Theatre Groups
- . Safe guardians
- . Any other

The PT will act as Guidance / Pastoral Welfare teacher for each pupil attached to his / her caseload, though the interaction between other pupils within Mainstream Support is also common place through referral from members of staff.

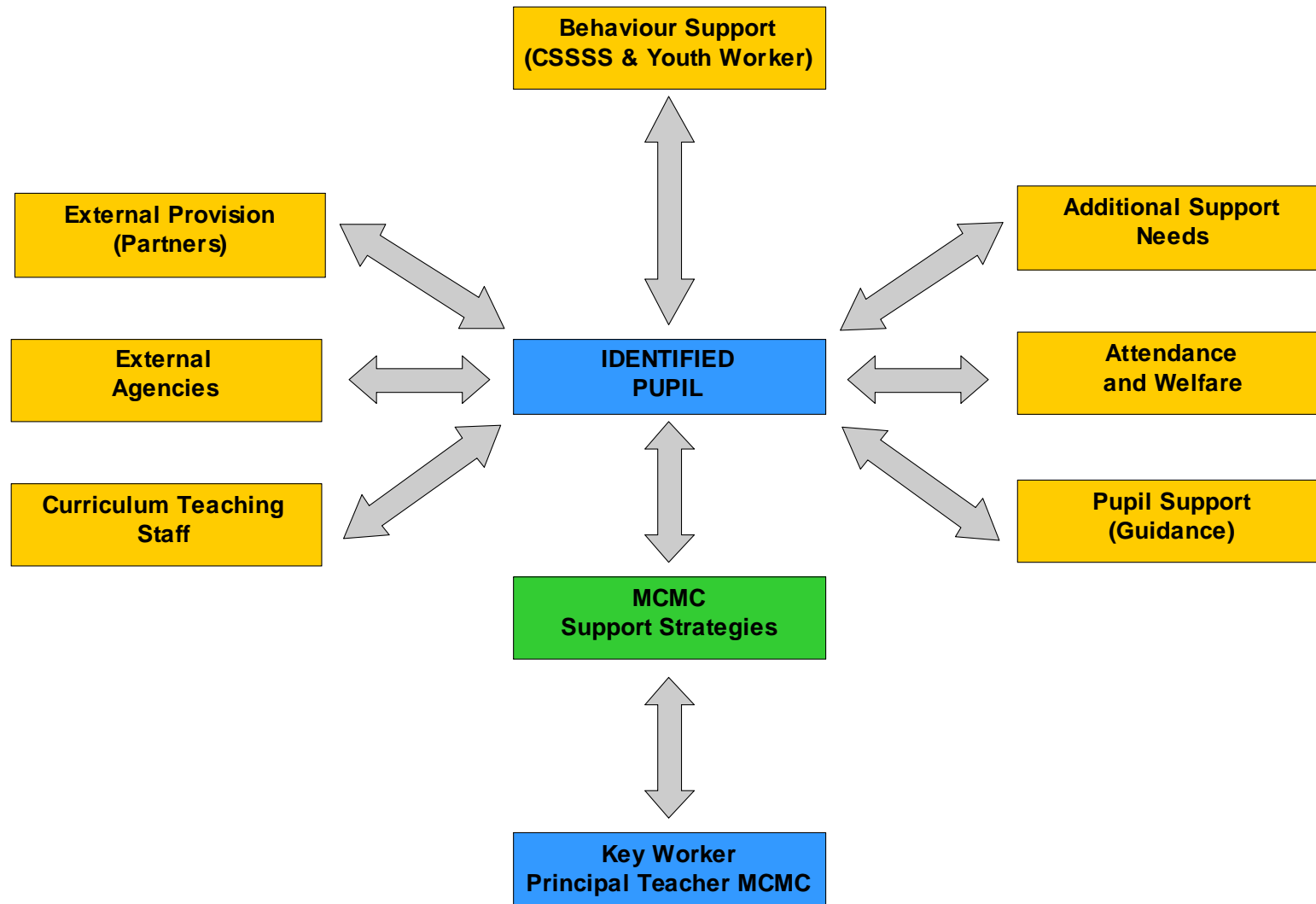
The Pupil Support Structure

How does MCMC fit into the Pupil Support structure?



Pupil Centred Approach

Integrated and effective working through Key Worker support



Identification and Tracking

Recognising Need and Monitoring Progress

Identification & Targeting Factors

How do we identify pupils and what are some of the early indicators?

- . SEEMIS Data
- . Behaviour Support Agenda
- . Pupil Support Agenda
- . School Liaison Group Agenda (external agencies)
- . Underachievement and lack of attainment
- . Referral from The Police (as a result of offences within The Community)
- . Currently placed on Staged Intervention (Level 1, 2 and 3) or referred by staff (monitoring process)
- . Referral from Careers Advisor
- . Referral from Forth Valley College Link Officer
- . Positive Behaviour Policy (sanctions and rewards)
- . Attainment
- . Exclusion Rate
- . Attendance Rate
- . LAAC (Looked after in Children's Unit of Foster Care)
- . LAC (Home Supervision Order)
- . Social Work Involvement
- . Free School Meals
- . Referral System (both internal and external)
- . Additional Support Needs (IEP/CSP/Care Plan/Staged Intervention)
- . Young Carer
- . EAL (English as an Additional Language)
- . Educational Disaffection
- . Family Circumstances
- . Poverty
- . Substance Misuse and other external governing factors (Teenage Parents; Offenders; Physical - Mental Health)
- . School Leavers (Positive Destination Requirement)

Identification and Tracking

Recognising Need and Monitoring Progress

How do we monitor and track individual / group progress?

- . SEEMIS (Pastoral Notes, Registration, etc)
- . Information gathering from Members of Staff (Confidential Report and Staged Intervention Monitoring)
- . Attendance Records
- . Attendance Sheet (Pupils)
- . Progress Sheet (Pupils)
- . Progress Meeting with Pupils
- . Target setting (Curricular and Personal)
- . Progress Meeting with Parents / Carers
- . Home visits with Attendance and Welfare Officer
- . School sanction and reward system
- . Assessments / test / prelim results
- . Regular meetings with in school support and external agencies
- . Careers Scotland Leaver Destination Information (and tracking)
- . Parent information records and progress reports
- . SLG, Pupil Support and Behaviour Support meetings (Internal and External Support Agencies)
- . Group Meetings
- . Liaison with commercial, industrial and external organisations

The Past

What have we achieved?

What was incorporated / developed in session 2007 / 2008?

- Implementation of an MCMC Co-ordinator and Caseload (link between internal mechanisms)
- Drop in and regular interview sessions for pupils
- New methods of communication between internal and external supports / key workers
- Early identification and tracking mechanisms
- Productive relationships with external support agencies
- Effective Partnership Working
- Home liaison
- MCMC Schools Group - LEA Steering and sharing good practice
- Extended Work Experience Placements
- Transitions - Positive Destinations and School Leaver Destinations - working with Careers Scotland
- More opportunity POST 16: E.g. *Kickstart*
- ACfE - Vocational Curriculum (Work Experience / Skills for Work / ASDAN / DofE / PSD / ACTIVATE / literacy / numeracy)
- Youth Development Worker - Forth Valley College (now based in school)
- Flexible approach to timetabling (e.g. consolidation of studies)
- Additional one to one support for pupils allocated on the caseload
- Recognition of achievement for all pupils (specifically pre NEET)
- Introduction of Youth Achievement Awards
- Introduction of Volunteer Work
- Groupwork through external provision (Tree of Knowledge) and Youth Worker / CSSSS

The Future

What do we need to do next?

Strategy focus: Session 2008 / 2009

- . Pupil centred approach to transition process - 16+ Choices
- . Duke of Edinburgh Course
- . Employability and Life Skills Group Work
- . Vulnerable Young People Group Work
- . Partnership Working and External provision - Inspiring Scotland funded partners
- . Getting It Right For Every Child
- . Curriculum for Excellence - Further development of vocational course and integration of *Transition into Adulthood*
- . Integration of new SQA qualifications
- . Review and modification of all support systems - identification and tracking
- . Strengthen Staged Intervention Procedures (ASN) and 1st Line Guidance Monitoring (all staff)
- . Further development of The Youth Achievement Awards
- . Further opportunity through the Clackmannanshire Volunteers Agency
- . Development of an Authority wide database of opportunity and pathways (through the Schools Group)
- . Utilisation of Restorative Approaches for mediation purposes