

Care, Guidance and Support

Valuable learning experiences, which enable students to achieve their personal targets, need to be enhanced with effective care, guidance and support systems. So, how do we provide this support for our learners?

Care, Guidance and Support must be focused clearly on learning and removing barriers to learning, whatever they are, as well as providing information for students to make informed decisions about their future. This approach is essential if we are to meet our aims for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

This is adapted from the Every Child Matters Agenda, but how does this care, guidance and support translate into actions in school? There are several key elements:

Praise and positive attributions

The power of praise to encourage students to feel valued, and successful is an essential for everybody working with young people in school. Our school should be viewed as a vehicle for realizing dreams and aspirations, as an agent of social mobility.

Information, Advice and Guidance

This means helping students and families make positive, well-informed choices about the things that will affect their lives in the future. Clear and accessible information on achievement and progress, health, learning, curriculum options and future careers is essential to develop lifelong learners, equipped for the 21st Century workplace.

Mentoring and Coaching

Support to help students with their learning will be arranged using a variety of strategies: student to student; teacher to student; other adults to student. These approaches all focus on helping students through their problems, both academic and social. New for September 2019 is ELSA, Emotional Literacy support, with two colleagues now fully trained.

Positive behaviour support

'Ready, Respectful, Safe' provides a clear focus on cooperation has developed a Culture for Learning which promotes positive attitudes to learning within students, rewarding success. We also respond to less than expected behaviour with a range of teaching strategies and sanctions, documented separately in our behaviour management procedures.

Outside agencies

This means that the organisations involved with providing services to children – from Homestart, LSTs (Local Support Teams), Education Welfare Services and the school nurse, through to police and voluntary groups including T3, Younger Minds and Galaxy Youth Group – increasingly will be teaming up in new ways, sharing information and working together, to protect children and young

people from harm and help them achieve what they want in life. New for September 2019 is an Post Graduate Art Therapist attached to the University of Chester to support with some of our most complex pupils.

Student Voice

This essentially means students having the opportunity to have a say in decisions in school that affect them. We believe strongly that we must be attentive to the views of students and responsive to what they have to say. We must continue to create a range of opportunities for students to express their views including school councils, focus groups and vox pop activities.

Special Educational Needs

Within school a flexible and individual approach to meeting all students' special educational needs has been further developed. These approaches include support for learning, behavioural, emotional, medical and social needs.

Students with an educational disadvantage, be it financial, social or medical, for example, are supported by our SENCo, DSL (Designated Safeguarding Lead), Deputy DSL and Heads of Year. A 'four leaf clover' model has been developed that is intended to address these disadvantages with relevant support plans.

- Educational Health Care Plans for pupils with special educational needs
- Individual Health Care Plans for pupils with chronic medical needs
- Personal Education Plans for our Looked After Children
- Early Help Assessments for social or family based intervention strategies where families are identified as needing support from local agencies.

