**Strathesk Support Hub**

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**Improvement Plan**

**2018-19**

## QI 2.4 Personalised Support:

## Universal support

## Targeted support

## Removal of potential barriers to learning

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| Aim | **How will it be achieved?** | **Evidence of impact** | **Staff/timescale** |
| To ensure all identified children are receiving curricular and well being support where appropriate. | Hub staff will liaise with class teachers to identify areas for necessary support for identified children.  SMT will feed into Hub agenda/remit through Wellbeing and Support for Learning meetings. | Hub staff will provide a variety of support groups ranging from literacy, nurture to healthy living and numeracy. They will plan, record and evaluate supports given.  Evidence of supports being provided will be recorded on a PEF evidence list. | Throughout school year (Debi, Ali) |
| To ensure financial difficulties do not act as barriers for identified children for school and after school activities. | All parents/carers (identified pupils) will be offered a variety of financial supports ranging from school trips to camp. | Children will feel included, and be able to participate and enjoy more opportunities. | Throughout the school year (Debi, Ali) |

**QI 2.5 Family Learning:**

* **Engaging families in learning**
* **Early intervention and prevention**
* **Quality of family learning programmes**

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| Aim | **How will it be achieved?** | **Evidence of impact** | **Staff/timescale** |
| To liaise with management in school to discuss ideas for parental engagement. | Devising ideas to encourage more parents to come into the school and be involved in their child’s learning.  Natural opportunities e.g. Parent Consultation evenings & specifically designed sessions e.g. Stay & Play | Parents will be comfortable in school surroundings and will have stronger relationships with the staff involved in their child’s care. | Ongoing (All Hub staff)  Parental Engagement Calendar 2018/19 |
| To make parents aware of the support available with regards to their child’s sleep. | Staff will deliver workshops and work with parents on an individual basis to discuss sleep patterns and the importance of sleep. | Children will have improved readiness to learn and be well rested. Parents will appreciate the importance of a good bedtime routine and teachers will notice the difference in the alertness, concentration and learning of their pupils. | Ongoing (All Hub staff & DHT & SFLT)  Sessions tbc |
| Making parents/carers aware of adult learning opportunities. | Hub staff will pass on information about courses available.  Hub leaflets and parents evenings to make contact and parents/carers aware they can contact Hub staff for support. | Parents/carers will attend relevant courses.  Parent questionnaire at end of session. | Ongoing (All staff)  Meet the Teacher  Parent Consultations  Sharing Learning |
| Making parents/carers aware of The Hub and the support they offer. | Hub staff will attend school events such as Sharing Learning and Parents evenings.  Staff will be aware of hard to reach parents/carers and will be able to approach them to offer support in attending future events. Offer a reminder service. | Parents/Carers will know to approach the Hub staff for relevant help and advice and will attend more meetings and events.  Increased parental involvement in the life and work of the school. | Ongoing (All staff)  Meet the Teacher  Parent Consultations  Sharing Learning |

## QI 2.6 – Transitions:

* **Arrangements to support learners and their families**
* **Collaborative planning and delivery**
* **Continuity and progression in learning**

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| **Aim** | **How will it be achieved** | **Evidence of Impact** | **Staff/Timescale** |
| To provide a smooth transition to Primary One | Nursery children will have extended transition sessions throughout the year, not just one final block, with existing Primary Ones  Staff to offer Sparkle Time sessions for the pre-school children who have been identified as less likely to cope with change and who may require extra support for listening and talking, commencing after Easter break.  Attendance at P1 Parent Transition meeting: Providing new families with information on The Support Hub and ways they can help at the  Debi in post in the Hub Monday to Wednesday and as SCDW in the nursery Thur and Fri. | Children will be familiar with the surroundings and staff.  The children will have had more time in small group scenario to practice social skills and become aware of changes.  Parents and carers know where to go to if they require extra support.  Parents and children will have a familiar face making the transition. | Ongoing throughout the school year (Debi)  Easter to Summer term.  Initial information and stands at Parents evenings etc (Debi)  Ongoing throughout the school year (Debi) |
| To provide a smooth transition to High School | Ali to attend all transition dates involving the pupils and staff with regards to both high schools.  Families will have Ali as a point of contact in the Hub to discuss and support any questions they have about their child moving on to High School.  Ali to be involved in the enhanced transition programme run by Beeslack High School.  Providing families with information on The Support Hub and ways they can help. | Children will be more relaxed as they have a familiar face with them.  Parents will feel reassured that they are involved and being listened to.  Children will be relaxed and pleased to see a friendly face and make them feel ready for the transition ahead.  Parents and carers know where to go to if they require extra support. | As required & Term 3 (Ali)  As required (Ali)  Summer holidays (Ali)  Initial meeting and stands at Parents evenings etc (All staff) |

## QI 2.7 Partnerships :

## The development and promotion of partnerships

## Collaborative learning and improvement

## Impact on learners

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| **Aim** | **How will it be achieved?** | **Evidence of impact** | **Staff/timescale** |
| To strengthen links with the high schools. | Ali meeting and working collaboratively with High School staff. | Ali will cascade knowledge gained to the rest of the staff who will be able to use the information appropriately for various different families. | Throughout the school year (All staff) |
| To strengthen links with the Life Long Learning and Employability Team. | Ali will make contact and arrange meetings to share information. | Ali will have up to date information to share with the staff and relevant families. | Ongoing (All Staff) |
| To support Button Box initiative. | Ali and Debi to attend some sorting evenings to give back support and time as Hub have made several referrals  for their families. | Staff at Button Box will be supported. Staff help will help to keep the charity running.  Collaborative working and strong relationships. | Monthly sorting evenings (Debi & Ali) |
| To support our local Food Banks. | Ali and Debi aim to offer support to the Food Bank volunteers with donations, sorting and helping out once a month at the Walk-In services.  Ali to offer help to sort the school holiday hampers that she helps to deliver. | The Food Bank staff will be supported.  Staff help will help to keep the charity running.  Collaborative working and strong relationships.  Staff help will help to keep the charity running.  Collaborative working and strong relationships. | On going (Debi and Ali)  School Holidays (Ali) |
| To liaise with Children and Families Team on a regular basis. | Staff will be more aware of supports on offer to their families and what their families might be receiving already. | Families will be receiving every help and assistance possible and there will be no duplication of services offered.  Improved communication between professionals. | Ongoing (All staff) |