

SPALDING HIGH SCHOOL



PASTORAL SUPPORT PLAN (PSP) & ACADEMIC SUPPORT PLAN (ASP) POLICY

HEADMISTRESS:

Mrs M K ANDERSON

**LINK GOVERNOR: (SEND)
(SAFEGUARDING)**

**Mrs D MULLEY
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DATE AGREED:

October 2024

REVIEW FREQUENCY:

Biennial

Executive Summary:

This policy sets out the use of PSPs as an intervention tool to support students with social, emotional or behaviour concerns and those students at risk of suspension or permanent exclusion. This policy also explains the process for ASPs which are used where concerns are related to specific academic performance in one, or a limited number of subjects.

Review Date: October 2026

Chairman of Governors

Date

Headmistress

Date

Section 1: Ethos and Expectations

Students should be supported in appropriate ways in order to achieve their best, both pastorally and academically. A Pastoral Support Plan (PSP) is a time limited school based intervention tool to help students with social, emotional or behaviour concerns and those students at risk of suspension or permanent exclusion to lessen inappropriate behaviour and tackle underachievement.

On occasion, an Academic Support Plan (ASP) may be more appropriate. This tool will be used where the concerns are related to specific academic performance in one, or a limited number of subjects. Academic targets are established by the student, parent and member of staff (key person) and are formally reviewed at each school grade point. ASPs are longer term (usually one academic year).

1.1 Key Person

All PSPs and ASPs should be overseen by a Key Person, usually a member of the Pastoral Team (PSPs) or Head of Department (ASPs).

1.2 When should a PSP be set up?

If a student has:

- Been identified as being disaffected, at risk of serious under achievement or presenting challenging behaviours
- Been permanently excluded from another school or admitted to/from another school under the Managed Move Process.

1.3 When should an ASP be set up?

Before establishing an ASP, we would expect normal school processes to identify barriers to attainment to have been explored, for example, SEND or behaviour related issues. If the student is under-performing in one, or a limited number of subjects, or discretionary exemption has been applied to students commencing sixth form courses, an ASP will be established. ASPs are primarily used in the Sixth Form.

1.4 Drawing up a PSP/ASP and the meeting.

The Key Person should invite parents and/or carers, student and outside agencies involved with the student (if relevant) to discuss the cause for concern and draw up the PSP/ASP (Appendices 1, 2 and 4)

Parent/s or carer and the student should be fully engaged with the target setting process. The PSP/ASP meeting should be positive and purposeful in drawing up a strategy for supporting the student and improving student outcomes.

The involvement of the student is crucial and needs to be planned according to their needs. In order to achieve this, the Key Person should ensure that appropriate baseline information on the student's strengths and weaknesses is gathered and analysed in advance of the PSP/ASP meeting.

Pupils with Special Educational Needs and Disabilities (SEND) will either have a Personal Learning Plan (PLP), and/or a Medical Support Plan (MSP). If there were still significant concerns related to behaviour, the SENDCo would initiate and follow the Lincolnshire Pastoral Support Programme as part of the Lincolnshire ladder of behavioural intervention. For those pupils who do not have SEND needs, this would not be initiated, unless the Key Person has already collaborated with the SENDCo to rule out any additional needs.

The school programme must have reasonable expectations and address both the academic and pastoral needs of the student. Behaviour management strategies should be agreed and consistently applied by all involved. This includes following the School's Behaviour for Learning Policy.

The Key Person should ensure that all staff working with the student are aware of the main PSP/ASP targets so that they can help to support the student in meeting them.

Strategies that could be considered as part of the PSP/ASP include:

Using existing in-school support:

- Harnessing support already in classes the student attends, including Form Tutor support
- Positive reinforcement via progress report/tracking card
- Peer or Staff Mentoring programmes
- School counsellor referral or Emotional Literacy Support Assistant (ELSA) referral
- SEND exploration for any unmet needs
- Ordinarily Available Provision document
- Attendance concerns addressed via the EBSA process

Making changes to existing programmes:

- Changing the student's tutor group or class
- Changing the student's set or group for one or a number of subjects
- Looking at alternative curriculum programmes including withdrawal support for English/Maths

Referral to outside agencies

- Referral to the Local Authority for specific support e.g. Behavioural Support Services, Early Help
- Referral to Mental Health Support Team, Healthy Minds or Child and Adolescent Mental health Services (CAMHS)
- Links to other agencies that may offer advice or support.

1.5 Review of the PSP/ASP

The PSP will run for a set period and include clear time scales for all targets set. Ordinarily a PSP will not extend for more than 12 weeks. The PSP should be formally reviewed with all parties approximately every six weeks. It is very important that the student is made aware where they have met a target/s and where further improvement is required.

If required, the targets can be amended as part of the review process to ensure that they are up to date and relevant.

The ASP will run for a set period and include clear time scales for all targets set. Ordinarily an ASP will not extend for more than an academic year.

1.6 When the PSP is successful

When the student has met the targets set then this improvement should be acknowledged and made clear to student / parents/carers. The PSP can then be closed.

1.7 When the ASP is successful

As ASPs address academic under-performance, targets tend to be longer term and an improvement in outcomes may take time to be reflected in grades and a student's feelings of confidence in their subject(s). The ASP should only be closed when all parties (most especially the student and subject teacher) are confident that issues have been addressed and performance is at least at an expected level for the individual.

1.8 When the PSP/ASP is not working

The Key Person should closely examine why the PSP/ASP is not working and critically evaluate issues such as engagement, participation or the nature of the set targets. Transparency and honesty are fundamental elements of the PSP/ASP process and concerns should be aired as early as possible within the formal review process, or earlier if necessary. All those involved in the PSP/ASP process should support and engage with dynamic problem solving,

creative ideas and strategies to support the student in achieving their targets. Reasonable adjustments, providing they do not prejudice the provision to the efficient and effective deployment of resources or provision for the existing school population, should be considered.

If, however, the student's behaviour or under achievement has not been improved by the PSP/ASP one or more of the following may be appropriate:

- Completion of a EHA (Early Help Assessment) leading to a TAC (Team around the Child)
- Referral of the student to the next level of seniority e.g. Head of Year hands over to Assistant Headteacher.
- Referral to the Local Authority for specific support e.g. initiating the Lincolnshire Behavioural Ladder, ensuring collaboration with the SENDCo so that all pre-requisites have been fulfilled before referring to the Behaviour Outreach Support Service.

Key documentation is contained in the appendices as follows and all master documents are stored on the T-Drive in the Pastoral folder:

- Appendix 1 contains the blank PSP proforma (Assess, Plan, do , Review) with additional guidance
- Appendix 2 contains a Student Questionnaire that can be used to aid completion of the PSP
- Appendix 3 contains a risk assessment proforma. This should be completed and linked into the PSP for any student exhibiting violent / aggressive behaviour who might be a danger to themselves and / or others.
- Appendix 4 is the ASP document (Sixth Form Support Plan.) It can be amended to use with other year groups if appropriate.

The Key Person leading the PSP/ASP should ensure that all documents are signed (by student, parent/s or carer, Key Person). Copies of the PSP/ASP should be:

- Stored on the student's linked documents on SIMS
- Provided to parent/s or carer as a record.

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Appendix 1



PASTORAL SUPPORT PLAN

Supporting Pupils through a Graduated Approach:
Assess, Plan, Do, Review, (APDR)

NAME OF STUDENT		YEAR/FORM	DATE OF BIRTH
NAME AND ROLE OF LEAD PERSON	DATE OF INITIAL PSP MEETING	NAMES OF THOSE PRESENT AT INITIAL MEETING	
NAME AND ROLE OF KEY STUDENT CONTACT			

SECTION 1: ASSESS

What do we know?

ATTENDANCE	CURRENT	TERM 1	TERM 2	TERM 3	LATES
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)?	YES	NO	PUPIL PREMIUM	YES	NO
SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES?	NO	YES MONITORING ONLY	SEND SUPPORT	EHCP	YOUNG CARER (Yes/No)
IF YES GIVE DETAILS					
MEDICAL PLAN	DATE	YES	NO		
RISK ASSESSMENT	DATE	YES	NO		
CATS SCORES	VERBAL	NON-VERBAL	QUANTITATIVE	SPATIAL ABILITY	COMBINED
Has the PASTORAL SUPPORT PLAN QUESTIONNAIRE for Student been completed	YES	NO			

FIXED TERM SUSPENSIONS / PERIOD OF ISOLATION		
DATE	LENGTH OF SUSPENSION/ISOLATION	REASON

STUDENT PROFILE	
STRENGTHS & INTERESTS	AREAS OF DIFFICULTY/NEEDS
<p>Information may be gathered from:</p> <ul style="list-style-type: none"> • Student • Parent/s or carer/s • Teaching Staff • Support Staff • External Agencies • Assessment Information • Staff Round Robin • Student Profile • SIMs data • Other 	<p>See opposite</p>

EXISTING SUPPORT IN SCHOOL - BY WHOM	EXISTING SUPPORT EXTERNAL - GIVE DETAILS
<p>Record existing support</p> <p>Record additional strategies to be put in place as part of the PSP</p>	<p>Record existing support</p> <p>Record additional strategies to be put in place as part of the PSP</p>

SECTION 2: PLAN AND DO

PLAN	SMART Target/objective (including long term outcome, short term objective and date set)	DO	PROGRESS MADE TOWARDS TARGETS (6 WEEKS)
STUDENT TARGETS	INDICATORS OF PROGRESS	STRATEGIES TO ACHIEVE TARGETS	(NM,PM,FM,E) REVIEW DATE _____
<p>Record positive targets in the first person e.g. "I will....."; "I can....."</p> <p>Agree SMART Targets: Specific Measurable Achievable Realistic Time-constrained.</p> <p>Make one target a shared home/school target</p>	<p>Decide how you will know the student has been successful.</p> <p>Decide how you will measure this on a daily/weekly basis</p>	<p>Consider strategies:</p> <p>Including using existing in school support.</p> <p>Making changes to existing programmes.</p> <p>Referring to outside agencies.</p> <p>Allow a reasonable amount of time for strategies to work.</p> <p>Remember to make "reasonable adjustments" for SEN students.</p>	

(NOT MET (NM), PARTIALLY MET (PM), FULLY MET (FM), EXCEEDED (E))

AGREED REWARDS (School and/or Parent/Carer)	AGREED SANCTIONS (School and/or Parent/Carer)
<p>Consider the students' views</p> <p>Use incentives the student feels positive about – these have more chance of success</p>	<p>Employ a staged approach to the usual school sanctions</p>

DATE OF REVIEW MEETING (6 WEEKS)

SIGNED (STUDENT).....

SIGNED (PARENT).....

SIGNED (KEY PERSON).....

SECTION 3: REVIEW 6 WEEKS – Targets reviewed in section 2

VIEWS OF STUDENT	
VIEWS OF PARENT/CARER	
VIEWS OF LEAD/KEY CONTACT IN SCHOOL	

REVISED PLAN AT 6 WEEK MEETING	SMART Target/objective (including long term outcome, short term objective and date set)	DO	PROGRESS MADE TOWARDS TARGETS (12 WEEKS)
STUDENTS REVIEWED TARGETS	INDICATORS OF PROGRESS	STRATEGIES TO ACHIEVE TARGETS	(NM,PM,FM,E) REVIEW DATE

(NOT MET (NM), PARTIALLY MET (PM), FULLY MET (FM), EXCEEDED (E))

DATE OF REVIEW MEETING (12 WEEKS)

SIGNED (STUDENT).....

SIGNED (PARENT).....

SIGNED (KEY PERSON).....

SECTION 4: REVIEW 12 WEEKS – Targets reviewed in section 3

VIEWS OF STUDENT	
VIEWS OF PARENT/CARER	
VIEWS OF LEAD/KEY CONTACT IN SCHOOL	
NEXT STEPS: (highlight preferred option) <ul style="list-style-type: none"> - Close Support Plan - Start a new APDR - Alternative support/Plan in place (SEND/EBSA/CFA) 	Give details here for next step.

AGREED NEXT STEPS

SIGNED (STUDENT).....

SIGNED (PARENT).....

SIGNED (KEY PERSON).....



PASTORAL SUPPORT PLAN QUESTIONNAIRE

Student

NAME OF STUDENT	YEAR/FORM	DATE OF BIRTH

My Voice	
Who are your friends?	What is good about school?
What do you do outside of school?	My future ambitions

Are you worried about any of the following? (please tick)	No	Yes	If YES please give detail
Classroom environment			
Being Bullied			
Public Transport			
Socialising with others			
Crowds			
Anything else you would like to share that worries you in school?			
Is there anything else that worries you out of school or at home?			
Are you a Young Carer for anyone either in your own home or within your extended family?			If Yes, would you like to know what support SHS Young Carers can offer you?

Appendix 3



Spalding High School

Risk Assessment

Student's Full Name:					Named Person(s) Staff:	
Form Group and Tutor's Name:			UPN		Review Date:	
Key medical information:						
Condition	Triggers	Signs & Symptoms	Medication & Dose	Medication Administration & Storage (inc details of signed parental consent)	Treatment/Emergency Response	
Details of other agencies/professionals involved (N/A if not relevant):						
Staff Training Needs: (Who & what?)				Details of training provided:		
Circle of Knowledge: (Who should know about this Medical Pen Profile?)						
Strategies & support for managing known conditions(N/A if not relevant):						
	What outcomes do I need to achieve?	What support do I need to achieve these outcomes and how often will I need the support?	Who will help me?	When will we review this and who will help me review it?	Associated funding and additional costs?	
Journey to and from school:						
Normal school day:		Here you could mention that short cuts through other rooms are allowed				

Unsupervised times eg breaks and lunch:					
Physical Education & games:					
Specialist rooms eg Science/Tech:					
School trips:					
School attendance:					
Examinations:					
Other: (Please state)					

Additional Information:

Here you should confirm that you have spoken to the student regarding the fire order instructions and what they need to do. Also advise student to exercise extreme care when moving around the school, eg if on crutches.

Signed:			
Date:	Student.	Parent:	Staff:

Appendix 4



SIXTH FORM SUPPORT PLAN

NAME:

FORM:

KEY PERSON:

DATE PLAN STARTED:

ATTENDANCE:

- SEND
- EAL
- PLP
- Risk Assessment
- Medical Plan
- Suspension/Isolation/
Permanent exclusion

ASSESS (What are the needs of the student?)

- Academic
- Pastoral
- Academic & Pastoral

Details:

PLAN (What need to be put in place to meet the needs of the student?)

DO (What actions are needed to achieve the targets?)

Parent/Carer comment

REVIEW (Have the targets been met?)

Student view:

Parent/Carer view:

Key person view:

Date of Review Meeting:

Appendix 4



SIXTH FORM SUPPORT PLAN

NAME:

FORM:

KEY PERSON:

DATE PLAN STARTED:

ATTENDANCE:

- SEND
- EAL
- PLP
- Risk Assessment
- Medical Plan
- Suspension/Isolation/
Permanent exclusion

ASSESS (What are the needs of the student?)

In discussion with the student, what the main concerns/need for the support plan. Ideally, using 'pupil's voice'.

PLAN (What targets need to be put in place to meet the needs?)

SMART targets

3 max to begin with (these can then be changed/amended as necessary)

Bullet points

DO (What actions are needed to achieve the targets?)

Achievable actions to be made clear-bullet points

Ideally the actions to come from the student-what are they going to do to achieve their targets?

REVIEW (Have the targets been met?)

At second meeting (and beyond) refer back to original targets and actions.

Amend and add new targets/actions if appropriate

Student voice.

Parent/Carer comment:

Date of Review Meeting: