

## **SHANARRI assessment**

Using “Getting It Right” indicators of Wellbeing to guide discussion about key areas of a pupil’s life.

Safe  
Healthy  
Active  
Nurtured  
Achieving  
Respected  
Responsible  
Included

Simple to use and understand.  
An interactive and engaging process to measure outcomes. The focus is on both potential and problems.

Supports and assists growth and change.

Provokes discussion about issues and creates a graphic scale showing the person’s progress and journey of change.

Used to inform discussion during review meetings.

## **Useful Contacts**

### Named Person

Cunningham House: Mr M. Eastham  
Haig House: Mr N. Lear  
Trenchard House: Mr P. Bush  
Wavell House: Miss R. Appleyard

### Lead professional

Miss C. Phipps, DHT Pupil Support  
Mr S. Adams, DHT Pastoral & Guidance

This may change if a multi-agency meeting has been called.

Further information can be found: on the school website under the full GIRFEC/SAFE policy,

or on the GIRFEC website:

[www.scotland.gov.uk/  
gettingitright/](http://www.scotland.gov.uk/gettingitright/)



Queen Victoria School

Getting It Right For Every  
Child (GIRFEC)  
Guide to parents and carers

“Be SAFE”



## What is GIRFEC?

The Getting it Right for Every Child (GIRFEC) policy has been developed to provide a rationale and structure within which services to children are planned and delivered. This document should be read in conjunction with the school's Child Protection guidelines.

Getting it right for every child is a way of working which focuses on improving outcomes for all children by placing the child at the centre of thinking, planning and action.

## What does it mean to QVS?

The GIRFEC principles have been applied and adapted to enhance an already robust and successful support system to further meet the needs of every child at the school.

The 'S.A.F.E' process has been developed to provide a simple, effective process, creating a structured early intervention strategy for pupils at the school. The school's aim is to deliver an assessment framework, based on assessing the needs of the children and building a Team Around the Child (TAC).

## What does it mean to the pupils?

### Stages of Intervention

The aim is for early intervention to meet the needs of the individual; part of a pro-active, information driven philosophy.

There are **FOUR** stages of intervention within the S.A.F.E process:

### Support Stage Stage 1

Ongoing House/Departmental concerns recognised and low level intervention to be implemented in consultation with the pupil.

### Additional Stage Stage 2

Further concerns recognised and escalation of intervention to meet the needs of the child. Review meeting held. Parents/Carers notified and involved. Medium level intervention at house or class level. Assessment by Pupil Support Department may be required. Additional Stage Plan created.

### Formal Stage Stage 3

Concerns continue. Parents/Carers notified and involved. The interventions may include short term services and interventions such as Speech and Language Therapist, Educational Psychologist, Medical Centre etc. Formal Stage Plan is created.

### Extended Stage Stage 4

Concerns are still on-going and require a multi-agency long term intervention. At this point in time compulsory measures are required. Pupil and parents involved and will be invited to attend review meeting, if required. Extended Stage Plan is created.

## Named Person – HoM

### The role of the Named Person

The *Getting it right* approach includes a *Named Person* for every child, from birth (or sometimes before), until 18.

In most cases, the *Named Person* will not have to do anything more than they normally do in the course of their day-to-day work.

### Lead Professional - DHT (PS) or DHT (P&G).

### The role of the Lead Professional

When two or more agencies need to work together to help a child or young person and family, there will be a *Lead Professional* to co-ordinate that help. The *Lead Professional*:

- ensures the child's plan is implemented and reviewed
- is familiar with the working practices of other agencies
- supports other staff who have specific roles or who are carrying out direct work or specialist assessments
- ensures the child or young person is supported through key transition points, particularly any transfer to a new *Lead Professional*
- ensures the child's plan is accurate and up-to-date.