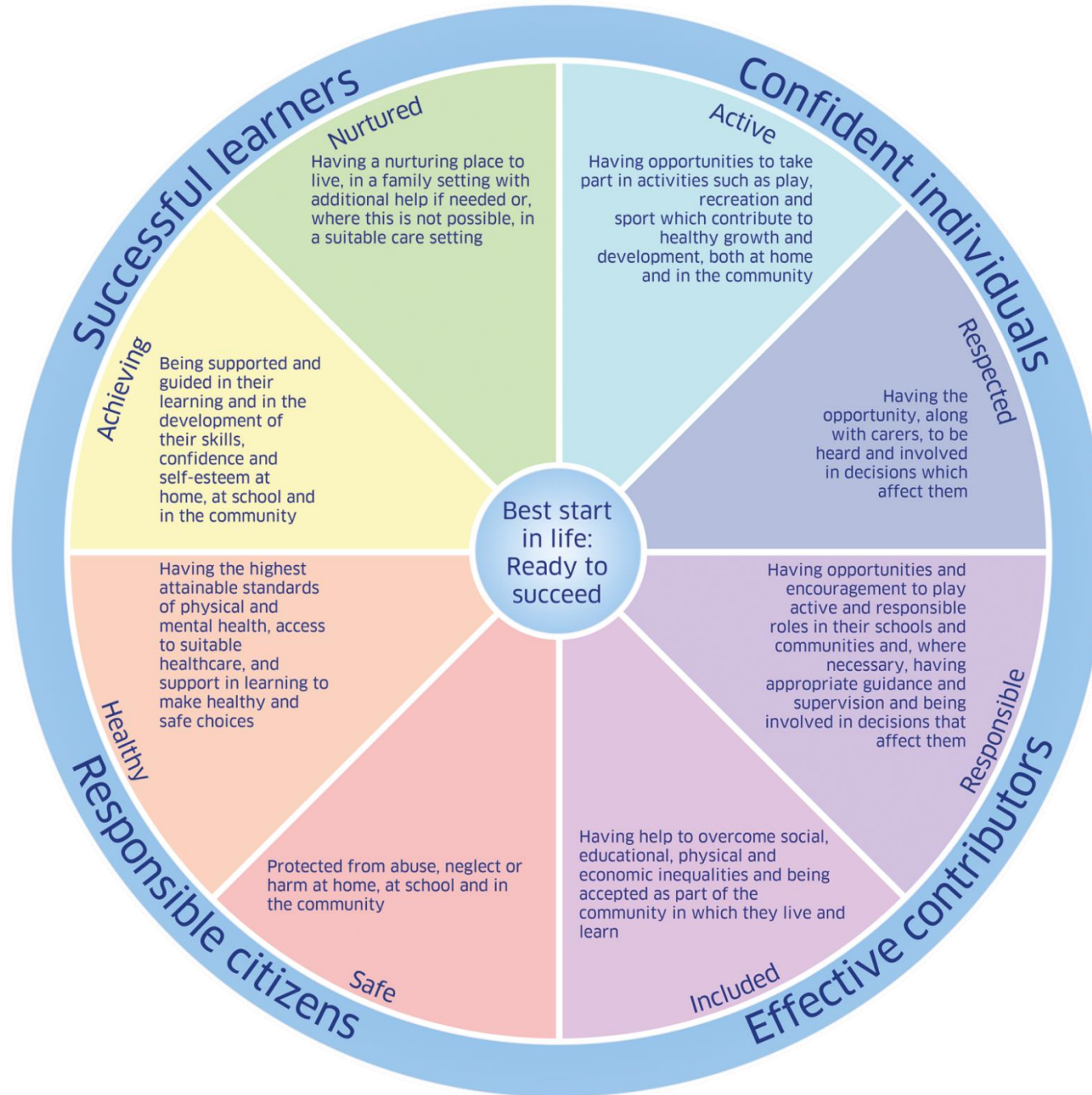


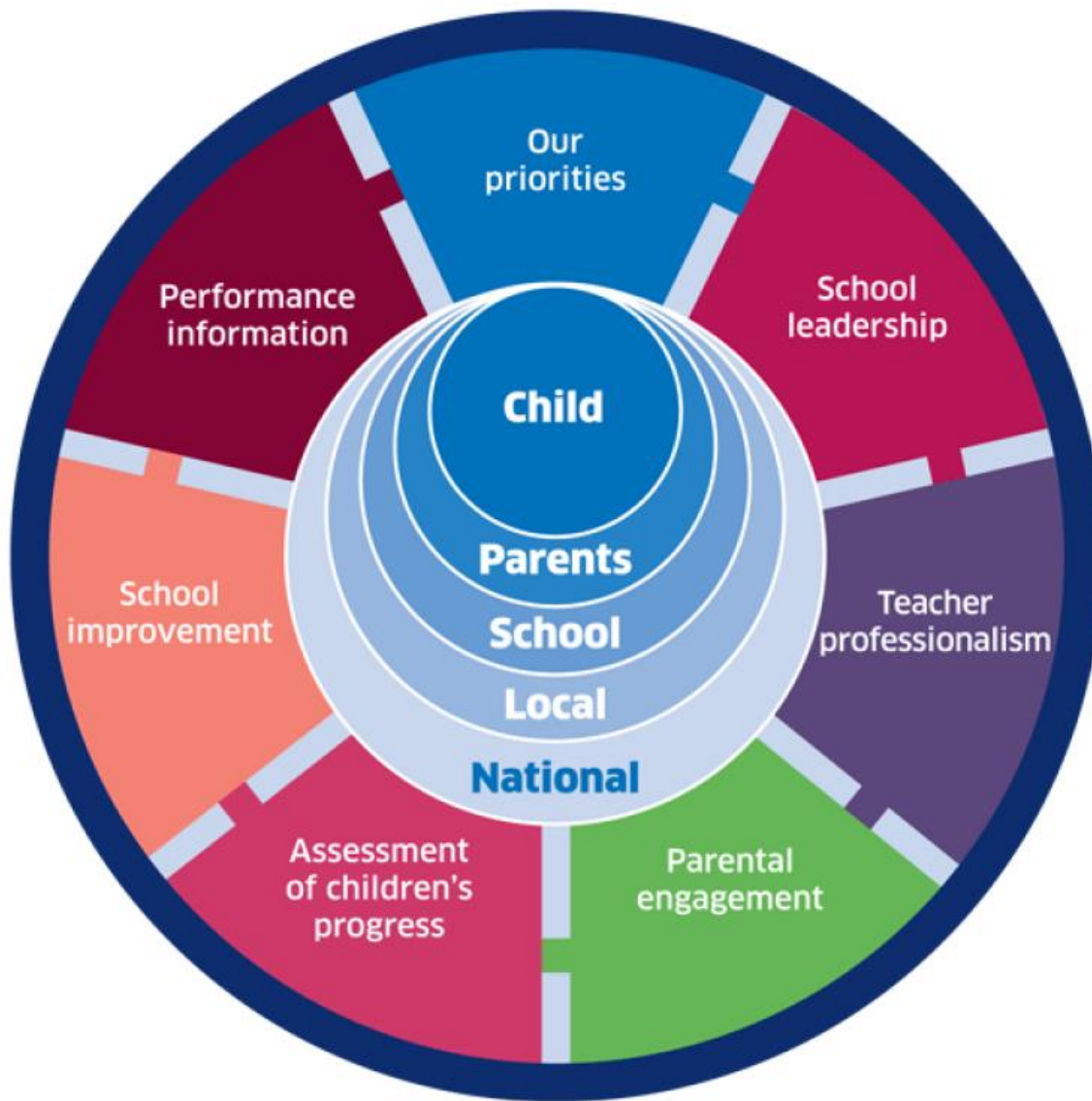


Service Development Plan

2018 to 2020

(Audited and updated September 2019)





The Scottish Government, through the **National Improvement Framework**, identifies four key priorities:

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children and young people's health and wellbeing; and
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Service Improvement Plan – 2018 to 2020 - Rationale

This Improvement Plan has been completed to take full account of the following:

- A** National Documents which guide and influence practice such as Social Health and Care standards, HGIOS 4 Quality Indicators, the National Improvement Framework and 'Getting it Right for Every Child'
- B** The audit of the previous Service Improvement Plan which identified the priorities we still need to take account of
- C** Consultation with the young people, parents, staff and our partners in local authorities including social workers and educational psychologists
- D** Current knowledge and research specific to the needs of the young people in our care. This has included what we know about the impact of attachment difficulties, developmental trauma, disrupted care and learning, learning disability and a range of other developmental conditions such as autistic spectrum disorder, and attention deficit disorder etc. have on children and young people's capacity to feel safe and access our care and learning environment.

The SIP is organised under the wellbeing indicators and into the following columns:

Priorities: What are we going to do - this offers a brief outline of the priority

Why: What has been the thinking behind this – this will link with the rationale described above and will contain one or more of the letters A/B/C or D

The Health and Social Care Standards - which are the priorities linked to

The Quality Indicators (HGIOS 4) – which are the priorities linked to

The National Improvement Framework Priorities – which of the 4 priorities are the improvements linked to

The Desired Impact – what are we hoping to achieve?

Timescales: these may be adjusted over the course of the 2 years this SIP runs for

The lead person: whilst many people may be involved in taking priorities forward one or two people lead on this and ensure the monitoring form is updated on a regular basis

The Quality Assurance named person – this is one of the service heads who will monitor both progress and the impact of the progress and meet with the lead person at set times during the year

This plan is audited at the end of each year and colour coded: achieved/in progress/not commenced – please note that the audit may result in some priorities being amended/added to

Wellbeing Indicator: SAFE									
What are we going to do?	Why are we going to do this?	H & SCs	QI(s)	NIF Priorities	Desired Impact	Timescales	Lead	QA	Dates QA checks
Develop Digital Literacy across the residential school with specific focus on young people staying safe when accessing online sites and social media.	A, B, D	1.3, 2.25, 2.27, 3.20, 3.24 & 5.10	2.1, 3.3	Priority 3	Children and young people become more confident in using digital technology. Children and young people know how to prevent online bullying, exploitation or abuse when accessing the internet and social media	January 2019 - May 2020	Chris Carracher	Alison Middleton	June 19 Sept 19
Refining the assessment pathway for young people from pre-admission to focus groups.	A, B, D	1.6, 1.9, 1.12, 1.13, 1.14, 1.15	2.4, 2.6, 2.7	Priority 3	To ensure a broader understanding of young people's background and the potential impact upon their development, alongside suggestions for ongoing care and support	Nov 2018 - June 2019	Jane Macer and Shona Quin	Sarah Butters	March 19 August 19

Wellbeing Indicator: HEALTHY									
What are we going to do?	Why are we going to do this?	H & SCs	QI(s)	NIF Priorities	Desired Impact	Timescales	Lead	QA	Dates QA checks
Improve emotional wellbeing of children and young people by further developing the use of emotions works across the service.	A, C, D	1.6, 1.7, 1.29, 2.8, 3.10, 4.3	2.4/3.1	Priority 3	To develop emotional literacy between staff and young people Mapping the language we use to our understanding of the child's developmental and emotional needs	Jan 19 – Oct 19	Jane Macer	Alison Middleton	June 19 Sept 19
Development of therapeutic resources e.g. play therapy, massage, 1:1 talking therapies and staff support sessions.	A, B, C, D	1.29, 1.30, 1.31, 2.27, 3.10 3.16, 4.25	2.4, 3.1	Priority 3	To promote positive health and wellbeing for all within our community	Jan 19 – Oct 19	Jane Macer and Shona Quin	Alison Middleton	June 19 Sept 19

Wellbeing Indicator: ACTIVE									
What are we going to do?	Why are we going to do this?	H & SCs	QI(s)	NIF Priorities	Desired Impact	Timescales	Lead	QA	Dates QA checks
Create additional play resources on site with a focus of getting the young people involved creating their own ideas and installing new projects.	A, B, C, D	1.25, 1.30, 1.31, 1.32, 2.27	3.1	Priority 3	Sense of belonging and inclusion for the young people, improvement to their environment, improvement to their emotional and physical health, developing creativity skills in young people.	Dec 18 – June 19	Fraser Robb	Sarah Butters	March 19 Sept 19

Wellbeing Indicator: NURTURED									
What are we going to do?	Why are we going to do this?	H & SCs	QI(s)	NIF Priorities	Desired Impact	Timescales	Lead	QA	Dates QA checks
To develop and embed a nurturing culture in school.	A, B, C, D	1.1, 1.6, 1.7, 1.29, 2.15, All Standard 3	3.1	Priorities 1, 2 and 3	Staff have a sound understanding of the six nurture principles and this is embedded in practice. Staff are confident using Boxall Profile assessments to identify, assess and plan interventions for children. Improved health and wellbeing	November 2020	Tracy D	Alison Middleton	June 19 Sept 19

Wellbeing Indicator: ACHIEVING									
What are we going to do?	Why are we going to do this?	H & SCs	QI(s)	NIF Priorities	Desired Impact	Timescales	Lead	QA	Dates QA checks
Enter Priority To further develop a range of awards for our young people, through 'learning pathways', that take account of personal interests and contexts, areas of strength and for development, life skills development, and future planning and transitions. To take full account of the DYW agenda, recognising that this has to be matched to the individual complex needs of our young people	A, B, C, D	1.27	2.2, 2.3 3.2, 3.3	Priorities 1, 2, 3 and 4	Young people will have access to a 'learning pathway'. That young people commence this 'journey' from start of placement. This to include access to a suite of awards, including SQA and wider achievement awards and work placements where appropriate	Nov 2018 - Aug 2020	Nic Simpson	Alison Middleton	Sept 19 March 20
Literacy: Many children come into our care with very poor reading skills. The focus will be on reading and at the core will be Synthetic Phonics will be at the core of teaching pupils how to read. The aim is for all adults within the service to understand the underpinning principles of phonics and to use agreed strategies when supporting young people to develop literacy skills. To develop reading comprehension skills in our pupils.	A, C, D	1.27	3.2	Priorities 1 and 2	To begin a Phonics training program for the education staff. Emphasise the need to read to all young people in our care. Develop comprehension skills in reading – questioning/what happens next/why questions. Agree reading strategies across care and education	Jan 2019 - Aug 2020	Andrew Kennedy	Alison Middleton	Sept 19 March 20
To continue to develop our curriculum design to ensure it meets the needs of our young people, through robust monitoring, evaluation and review.	A, B, C, D	1.27, 1.30,	2.2, 2.4,	Priorities 1, 2, 3 and 4	All of our young people have access to a curriculum that is highly individualised, offers meaningful and relevant learning experiences and is underpinned by nurture principles.	Jan 2019 – Aug 2020	Jim Morrison	Alison Middleton	Sept 19 March 20

Wellbeing Indicator: RESPONSIBLE									
What are we going to do?	Why are we going to do this?	H & SCs	QI(s)	NIF Priorities	Desired Impact	Timescales	Lead	QA	Dates QA checks
Individualised support for young people who are available to develop their reflection skills in relation to their behaviour and relationships.	A, C, D	2.25, 2.24, 2.15, 3.3, 3.5, 3.10, 3.18, 3.22, 4.4	2.1	Priorities 2, 3 and 4	To begin to internalise some regulatory skills to manage their own responses and expressed behaviours in relation to others	Jan 19 – June 2020	Jane Macer	Sarah Butters	Sept 19
To build capacity in the teams for reflective practice through supervision and consultation.	A, B, C, D	3.10, 3.14, 4.11, 4.25	1.1, 1.2	Priorities 2, 3 and 4	To build capacity for self-reflection leading to improved team practice	Jan 19 – June 2020	Judy Barker, Jane Macer, Shona Quin, Alison Middleton	Sarah Butters	Sept 19 March 20
To develop a support and supervision framework for the education team	A,B,C, D		1.1, 1.2	Priorities 2,3,4	To ensure the wellbeing needs of staff are met and to build staff resilience	October 19 – June 2020	Jim Morrison, Judy Barker,	Alison Middleton	Enter dates

Wellbeing Indicator: RESPECTED									
What are we going to do?	Why are we going to do this?	H & SCs	QI(s)	NIF Priorities	Desired Impact	Timescales	Lead	QA	Dates QA checks
Adapting materials to involve young people and improve accessibility of information. E.g. social stories, Talking Mats, etc. Ensure all teams have lead people able to work with team members to develop visual resources by offering workshops	A, C, D	2.2, 2.8, 2.9, 2.10, 3.1, 3.10, 4.8	2.4, 3.1	Priority 3	To enable young people to have a voice in relation to their own needs and development of the service	Jan 19- June 20	Jane Macer	Sarah Butters	Sept 19

Wellbeing Indicator: INCLUDED									
What are we going to do?	Why are we going to do this?	H & SCs	QI(s)	NIF Priorities	Desired Impact	Timescales	Lead	QA	Dates QA checks
Community Links – continue to build on and increase links with the local community including Floral Action Burntisland, local primary schools and local projects throughout the year.	A, B, D	1.10, 3.25	2.7,3.3	Priorities 2 and 4	Young people feel they are part of the local community and can affect changes and make improvements through a range of activities.	Jan 19 – June 20	Hilary Kennedy, Fraser Robb	Alison Middleton	Sept 19
To further develop our consultation documents and processes, including a more accessible child friendly document for children to review their care plans.	A, B,C,D	2.2, 2.8, 2.9, 2.10, 3.1, 3.10	3.1	Priorities 2 and 3	Young people feel fully involved and included in the planning process. We improve their understanding of the purpose of plans in place. Young people are able to comment on their progress.	Jan 19 – June 20	Sarah Butters Judy Barker	Alison Middleton	Sept 19 March 20