

1 What is a Pastoral Support Plan?

A Pastoral Support Plan (PSP) is a child-centred and school-based approach, to address the inclusion of CYP who are facing significant barriers or challenges to accessing their education. These barriers may be around attendance, behaviour, a decline in academic progress, or various other identified issues. The PSP is a written down plan of support and is completed with the CYP. It is a 16-week plan which is reviewed regularly, and the plan may change and adapt to the CYP's needs/circumstances as things progress. Through the PSP, the CYP and the School should gain a better understanding of what the CYP's barriers are to education and how best to support them. The PSP works best as an **early intervention** tool to prevent a CYP's education from deteriorating and to quickly support them to achieve good educational outcomes and enjoy a rounded experience of education.

7 Documents

To receive a copy of the PSP Template and Guidance for Schools, please email hannah.knight@oldham.gov.uk, jenny.cook@oldham.gov.uk, or emma.dewar@oldham.gov.uk

6 Why is a PSP beneficial for Children with a Social Worker (CWSW)?

The CIN Review 2018 highlights that CWSW are educationally disadvantaged due to their need to acquire a Social Worker. They fall behind their peers at every stage of their education and are at higher risk of suspension and permanent exclusion, they are more likely to be persistently or severely absent, more likely to have SEN, at greater risk of poor educational outcomes, and experience a greater number of transitions throughout their childhood. A PSP is a useful tool to support the CYP through the challenges they may face throughout their education. It is particularly helpful in supporting transition from Primary to Secondary, and again from YR9 into GCSE years. The PSP provides a structured support package that is written down and reviewed regularly with the CYP and parent, to ensure the CYP feels heard, and all parties understand how professionals are going to work together to improve outcomes. The PSP can also be used to inform CIN and CP planning and identify barriers and actions for professionals involved.



5 Pupils with SEN / other plans

A PSP should be written in conjunction with other plans and not in isolation. Where a CYP has a SEN plan, the PSP should not replace it.

Where there is a CP or CIN plan, the PSP should be integrated into it and support the multiagency approach.

Where EBSA is identified, a PSP would be useful whilst also following the 'ATTEND Framework' or seeking advice from the Education Psychology service.

2 Who should a PSP be used for?

CYP with significant changes in their behaviour/presentation, incl, but not limited to:

- >Where a CYP has received a **Fixed Term Suspension** or is at risk of suspension or **Permanent Exclusion**;
- >Where a CYP is classed as **vulnerable**, incl. CIN, CP, CLA, PLAC, and requires additional support to improve educational outcomes;
- >Where a CYP is **Persistently Absent** or **Severely Absent** from school including those identified with Emotionally Based School Avoidance (**EBSA**);
- >Where a CYP is experiencing a significant **transition** (e.g. YR6 to YR7) and requires support to maintain good outcomes.

3 Who can write a PSP?

Anyone in the school who has a good relationship with the CYP and family can be identified as the 'lead' in a PSP. This may be the Pastoral Lead, Head of Year, DSL, SENCO or other appropriate staff member.

4 When should a PSP be reviewed?

A PSP normally runs for 16 school weeks and regular informal 2-weekly reviews are recommended. A formal review should take place at the 6-week point to review all agreed actions and the progress made to achieve targets. The review should focus on what has gone well and whether the support should be adjusted to meet the needs of the CYP. A final formal review should take place at the 16-week point to review progress and evaluate the PSP and celebrate success. It may be decided that the PSP can come to an end at this point, or it may be in the CYP's best interests to extend the PSP for a period of time. In that case, it is recommended that school seek further advice and support from external professionals as outlined in the guidance document.