

## ABERDEEN CITY COUNCIL

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<b>COMMITTEE</b>	Education & Children's Services Committee
<b>DATE</b>	2 July 2024
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Edge of Care Pilots
<b>REPORT NUMBER</b>	F&C/24/197
<b>EXECUTIVE DIRECTOR</b>	Eleanor Sheppard
<b>CHIEF OFFICER</b>	Shona Milne and Graeme Simpson
<b>REPORT AUTHOR</b>	Shona Milne and Graeme Simpson
<b>TERMS OF REFERENCE</b>	2.1.5

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### 1. PURPOSE OF REPORT

- 1.1 The Education & Children's Services Committee of 4<sup>th</sup> July 2023 asked for an update report on the progress of the 'Edge of Care' Pilots being delivered in Lochside and Northfield Academies and the proposed next steps.

(This report should be read in conjunction with the Family Support Model report before Committee on 2 July 2024.)

### 2. RECOMMENDATIONS

That the Committee:-

- 2.1 Notes the progress and learning captured by the Edge of Care Pilots.
- 2.2 Notes that multi-agency intensive support continues to be provided to young people who are on the edges of school and care, and that opportunities to expand the 'pilot' model will be considered within the Family Support Model.
- 2.3 Instructs the Executive Director Families and Communities to incorporate the learning from the Edge of Care Pilots within the developing Family Support Model.

### 3. CURRENT SITUATION

#### 3.1 BACKGROUND

- 3.1.1 In June 2022, colleagues from Council services (Education; Children's Social Work, Community Learning and Youth Services) participated in 2 workshops to explore potential new ways of working to support improvement in the long-term outcomes of those young people deemed to be on the 'edge of care', who have among the poorest outcomes of all groups.
- 3.1.2 The Promise (2020) committed "Care experienced children and young people will receive all they need to thrive at school. There will be no barriers to their engagement with education and schools will know and cherish their care experienced pupils." p71 -72 Promise

3.1.3 The Promise states “Scotland must work to build a country that cares, made up of services that work to meet the needs of children and families and stand ready to be accessed where they are needed, when they are needed”.

## 3.2 KEY THEMES

Five key themes were identified for exploration through the pilots. These were:

- *How can we organise ourselves differently to build stronger relationships with each other?*
- *How can we improve our shared use of data to identify and track those at greatest risk to inform decision making and the development of this pilot?*
- *How can we remove rigid thresholds and have a clearer understanding of the needs of children and families and swifter access to available resources?*
- *How can we improve our collective ability to hear the voices of children, young people and families more clearly and share information more effectively with each other?*
- *How do we ensure greater continuity of staffing and support the wellbeing of those consistent staff more effectively?*

High level learning against the 5 key themes is detailed below.

3.2.1 Governance is important, and having multi-agency oversight is critical in building shared accountability and problem solving. There was high value in including colleagues from Skills Development Scotland and staff linked to employability services.

3.2.2 Having established links to senior staff across the system is important to support the effective flow of information, particularly links to senior leaders and PT Guidance in secondary schools.

3.2.3 Temporary staffing arrangements hamper progress. Staff on temporary contracts sought permanent employment. This impacted on relationships with families but did provide an opportunity to remove hard boundaries around roles and this was a helpful consequence.

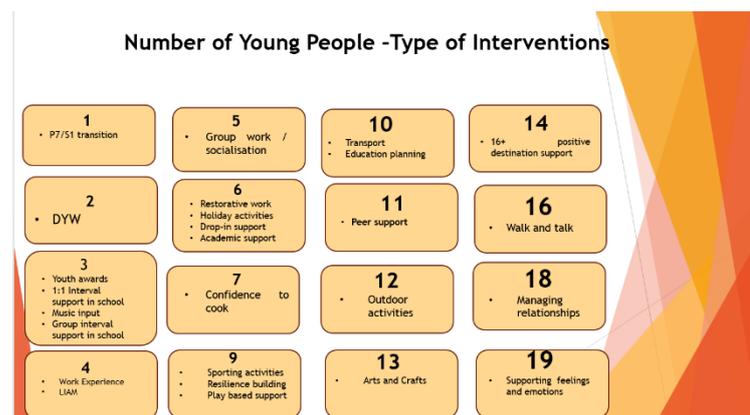
3.2.4 Gathering information about need once, and preventing the young person/family from having to retell their story was viewed positively by families.

3.2.5 Multiple data systems used by multi-agency partners are a barrier to having an accurate chronology. The use of real time data aids planning for children, young people and families.

3.2.6 Staff reflection time for multi-agency teams is important and supported more confident and holistic decision making. The voice of children and families should always be more dominant than that of professionals.

3.2.7 Co-location helped the multi-agency team secure the most appropriate supports at the right time.

- 3.2.8 Co-design with children, young people and families is of critical importance.
- 3.2.9 The qualitative data can be as important as the quantitative data to help measure progress over a shorter time period.
- 3.2.10 Relationships are really important. For many families there is a lack of trust in professionals. Established relationships were found to either prevent escalation of situations or enable much quicker de-escalation.
- 3.2.11 Our children, young people and families tell us that they value access to all year-round support.
- 3.2.12 Social work staff, Youth work and Family Learning staff receive supervision. There is a need to support their wellbeing, professional development and adherence to individual service guidelines. Although formal supervision is not undertaken within education, colleagues were supported by line managers. In addition it was recognised wellbeing sessions for the whole team along with a protected reflective space supported mental wellbeing to aid the impact of vicarious trauma.
- 3.2.13 The range of interventions offered through the pilot was extensive, with delivery partners including a range of statutory services, wider partners and Council ALEOs.



### 3.3 The Impact of the Pilots on Children, young people and families

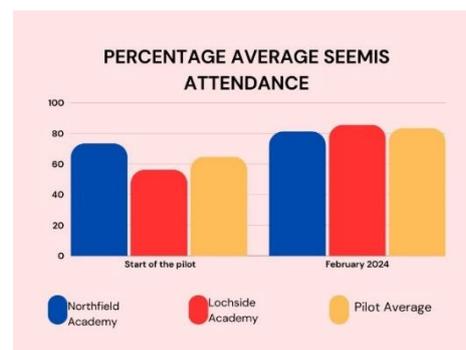
- 3.3.1 There has been a reduction in the level of risk for the young people supported through the pilot. This is evidenced through increased engagement with services, and a reduced number of Vulnerable Persons Database reports and school exclusions.
- 3.3.2 Those supported through the pilots have engaged more positively with services they may previously have struggled to connect with. Powerfully, there is feedback from children and families saying that they have wanted to engage with the family centric supports available.
- 3.3.3 There has been no escalation into the children's hearing system and some examples of young people moving back to being supported by the universal services.

- 3.3.4 Appendix A provides three Case Studies that outline the impact the Pilot has had on the young person and their family.
- 3.3.5 Across both ASG's (at the end of term 3) the total number of young people supported and engaged through the pilot is 43. Of those, 30 are care experienced and 26 are open to social work (some of these young people are also care experienced).
- 3.3.6 Of the 21 young people in foster care or kinship, 19 have remained in the care placement. 2 young people had been removed from their CSO, 1 young person had returned home to parents from kinship care and 3 young people had been removed from the Child Protection Register.

### 3.4 Quantitative data

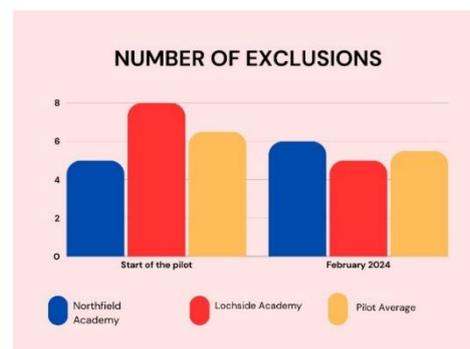
#### 3.4.1 Graph 1: Average attendance

The average attendance for young people involved in the pilot has increased. Attendance with the pilot team has also increased.



#### 3.4.2 Graph 2: Number of Exclusions

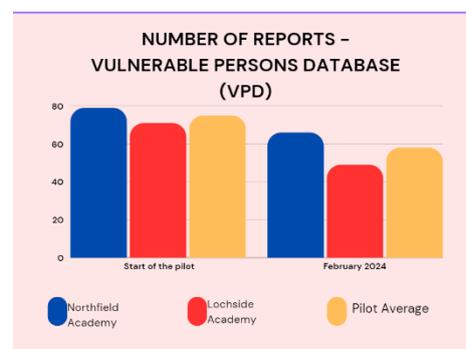
For Lochside Academy there was a reduction in the number of exclusions for those young people on the pilot. There was a marginal increase for Northfield. It should be noted that the young people have changed over time and so this impacts on exclusions recorded. There has however been an overall reduction in the level of exclusions.



#### 3.4.3 Graph 3 Number of Vulnerable Person Database Reports

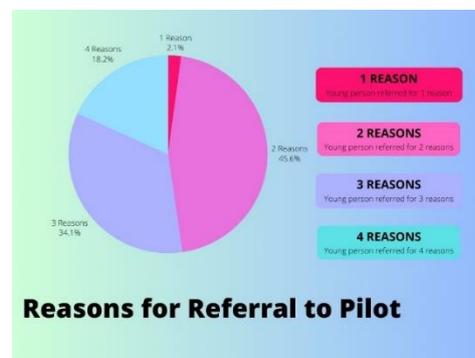
The pilot tracks the number of Vulnerable Persons Data report (VPD's) received from Police Scotland for each young person on the Pilot. Data indicates a reduction in the number of VPD's received. This links with the increase in attendance and impact of reducing exclusions.

Refinement on our data VPD reporting will assist to better demonstrate impact.



### 3.4.4 Graph 4: Reasons for Referral to Pilot

Graph 4 shows that most of the young people had multiple vulnerabilities at the point of referral which were impacting on their home life, school life and place in their community. The majority of young people identified 3 or 4 reasons for their involvement in the pilot evidencing the complexity of challenges facing many families.



The challenges identified were wide ranging including low self-esteem, family issues, behavioural concerns in the school and wider community and poor school attendance.

## 3.4 Key Learning from our direct engagement with families

3.4.1 The case studies in Appendix A articulate significant and often transformational change for young people and their families. These “successes” will inform our Family Support model as well as how the Edge of Care pilot will feature within this.

3.4.2 No child, young person or family has refused the support. Children/young people happily engaged and shared concerns about what they would like to achieve. Transferable skills are being developed to help them to better access learning. The value of work taster sessions has been highlighted.

3.4.3 Creating a welcoming environment so young people feel safe, listened to and feel things will be done is important. Wellbeing is improving and supporting young people’s readiness to learn. Food is important.

3.4.4 There are signs of positive improvements in family relationships due to increased engagement of children / young people with activities / curriculum, reduced financial strain and opportunities opening up to access community interaction making them feel less isolated.

3.4.5 Parents/carers are happy to have the additional support in place as they feel that they and their children benefit.

3.4.6 Time has been invested in supporting team members to consider how contact is made with families, how they introduce the support and how they continue to engage helps. Interventions need to be tailored to individual needs.

3.4.7 Families have been supported to access weekly community connection sessions, financial support, support to access health and joint working with their child. These connections have been helpful and built a sense of community.

## 3.5 Impact of the Pilot on key stakeholders

3.5.1 As part of our evaluation of the Pilots, regular feedback is sought from key stakeholders - education and social work staff who had wider responsibilities for the young people. The feedback was overwhelmingly positive however there were also a few areas where it is felt the pilot could be strengthened. These

have been captured and will inform the next steps in the future of the pilot and the wider development of our Family Support Model.

### 3.5.2 The key benefits identified include:

- Having agencies colocated within the school has promoted improved communication and partnership working which has directly benefited young people.
- Stronger relationships between home, school and the team around the child.
- It has enabled professionals who have much more limited contact with the family “to see the bigger picture”.
- Improved understanding of each others’ roles and resources.
- Ability to come together in a responsive and timely manner.
- Accessing wider supports and liaising with agencies beyond the pilot.
- Connecting and building relationships with parents has improved a sense of all “pulling in same direction”, directly benefiting young people’s engagement.

3.5.3 “I would say the project has been life changing for the young person. To have someone like the pilot member of staff, based within the young person’s school and as an ongoing presence, offering emotional support has made a huge difference. The young person has gone from non-attendance to pretty regular attendance (there is still a way to go) at a pace that feels comfortable”. Child’s Social Worker

### 3.5.4 Areas for further consideration and improvement include:

- How do we make this approach affordable and sustainable?
- Having staff on temporary contracts does not promote resilience or the importance of relational practice.
- How can more communities benefit from this type of support?
- A mental health worker within the team would strengthen the offer, alongside a stronger connection with the Educational Psychology Service.
- What should we call this approach – a desire to move away from Edge of Care Pilot?

## 3.6 Was our Hypothesis correct?

3.6.1 The hypothesis that by working on an integrated basis we can build stronger relationships with each other has been strongly evidenced over the course of the pilot. As you would expect there have been issues and myths/assumptions to be worked through. These still arise from time to time. Although all staff involved in the pilots came from a background of working with children, young people and families, they recognised that despite this commonality the restrictions of their respective professional disciplines and boundaries were at times a barrier to effective interagency working.

3.6.2 Staff have invested time to thinking through key issues – ensuring a common understanding about use of language, clarity on roles and responsibilities and how they can grow as a ‘team’. This time is enabling them to safely and effectively explore how they can ‘blur the boundaries’ of professional roles/disciplines, ensuring a child led and relational approach. It is felt that there

is an increased appetite for risk without escalation and evidence of families being less inclined to identify staff by their role but by the support they provide.

### **3.7 Families in the need of statutory intervention**

- 3.7.1 One of the key identified outcomes for the pilot was to build effective scaffolding around young people and their families to mitigate the risk of them becoming dislocated from their family, school and community. The Pilots recognised there was a gap in the continuum of support for young people with an escalating profile of risk, need and vulnerability. Looking at the needs of the young people across both pilots, a clear distinction can be drawn between the needs of both communities. The level of deprivation and generational trauma within some families in the Northfield community is significant, highlighting the inextricable link between child poverty and vulnerability.
- 3.7.2 70% of the young people involved in the pilots are open cases to Children's Social Work. The % for the Lochside Pilot is noticeably lower. Awareness of this has enabled thinking as to which young people would benefit most from inclusion in the pilot. It also recognises that a 'one size' approach will not work.
- 3.7.3 It is highly encouraging that to date none of the young people who have engaged in the pilots have required to be accommodated out with their family.
- 3.7.4 The risks faced by a very small number of children involved in the pilots required their names to be placed on the Child Protection Register (CPR). Over the course of the Pilot, the additional support offer along with wider multi-agency intervention has enabled their names being removed from the CPR.

### **3.8 HIGH LEVEL ANALYSIS / NEXT STEPS**

- 3.8.1 The Pilots have been operational since November 2022. Our evaluation of their impact indicates that they have largely been positive. There are indicators that the pilots are having a positive impact on the lives of the young people and families. This can be seen through a range of quantitative and qualitative data which indicates improvements in relation to levels of 'engagement/inclusion' and 'achievement'. (see Appendix A).
- 3.8.2 The learning and feedback from young people and families indicates that the 'pilots' offer valuable support to young people and families who have an escalating need and risk profile. Adopting a whole family approach has been essential. It also recognises that levels of need and risk are not static. How we support families move up and down the continuum of support without experiencing multiple changes of people supporting them, continues to be an area to work through.
- 3.8.3 Feedback from staff working in the pilots, strongly supports the value of a colocated and integrated approach to delivering enhanced support to young people and their families. Adopting a relational approach is central to the support offer. Staff have been able to build meaningful relationships with young people and families who had become wary and distrusting of professionals. However for many families change takes time and period of progress can be interspersed with period of regression. Consequently perseverance and tenacity are key elements to the skill set of staff.

- 3.8.4 Support being available all year round is considered important. Feedback from the young people and families speaks positively of this and the connection staff maintain during holidays. This provides a context to strengthen family relations and for the young people to experience different opportunities with different young people than their normal peer group. It enables progress to be maintained preventing regression.
- 3.8.5 The shape and delivery model of the pilots needs to be iterative to reflect the needs of the community. Accordingly the size and shape of each Edge of Care Pilot team will vary also recognising that need is not static. Through necessity staff have at times had to work across Pilots and while this can work for a time limited basis it is also important that funding for the Pilots enables staff to be recruited on a permanent basis. Re-aligning the priorities of the Looked After Children Attainment Fund and the Whole Family Wellbeing Fund will enable us to deliver more certainty to the structures.
- 3.8.6 The Edge of Care Pilots have positively contributed to the outcomes being experienced by young people and their families. As such this type of support is essential to support young people with complex needs who are on the edges of school and care to prevent them being accommodated outwith their family network.

#### **4. FINANCIAL IMPLICATIONS**

- 4.1 The Scottish Government has committed to investing £500m of the Whole Family Wellbeing Fund (WFWF) to support to scale innovative family support practice and build capacity across the system. The central aspiration of the fund is to ensure that the aims of The Promise are met to ensure that families receive the right help, at the right time and in the right place and to reduce the number of children who are looked after outwith their family network.
- 4.2 Annual funding will be distributed to each Children Service Planning Partnerships (CSPPs) to build capacity for whole system change and to scale up and drive holistic whole family support services.
- 4.3 Aberdeen City Council's share of this funding is £1.025m for the 2024/25 year. At this stage it is unclear whether Plan 24-30, due to be published on 20 June 2024, will have any bearing on future funding allocation. There is a strong push for funding to be multiyear as opposed to annual.
- 4.4 The Local Authority receives £280K Scottish Attainment Challenge annual funding for Looked After Children.
- 4.5 Delivery of the Pilots within our Family Support Model will be met from the available funding of the WFWF and Scottish Attainment Funding for Looked after Children.

#### **5. LEGAL IMPLICATIONS**

- 5.1 There are no legal implications from this report.

#### **6. ENVIRONMENTAL IMPLICATIONS**

- 6.1 Only positive environmental impacts have been identified. On-going promotion of pupil voice and their participation in decision making will help develop citizens who consider environmental implications in later life.

## 7. RISK

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H) <small>*taking into account controls/control actions</small>	*Does Target Risk Level Match Appetite Set?
<b>Strategic Risk</b>	No significant related risks	N/A	N/A	N/A
<b>Compliance</b>	All Local Authorities are expected to fully implement the findings of the Independent Care Review – The Promise. In doing so funding is targeted to support children to remain at home where it is safe to do so. .	The CS Board will have oversight of developing and implementing our Family Support Model. The “Edge of Carte Pilot” will form a key stand of this model.	L	Yes
<b>Operational</b>	Ensuring the effective planning for children and young people who have experienced harm or whose behaviour poses a risk to others is central to the planning for all children and young people open to Children’s Social Work.  Children’s Social Work and Police Scotland have lead responsibility to investigate allegations of abuse or where children’s behaviour poses a concern to others. While this duty is currently being fulfilled the environment in which these investigations occur does not fulfil the requirements of the Bairns Hoose standards nor best meet the needs of the children and young people.	Aberdeen City has a well established Child Protection data reporting framework. Going forward the framework will be amended to include reporting against the Bairns Hoose standards.	L	Yes
<b>Financial</b>	There are no significant related financial risks from this report.  The intention of the Edge of Care pilots is to mitigate the risk of children being accommodated outwith their family network. The cost of doing so is significant. The cost of a residential placement is circa £300k pa. The cost of a Fostering Placement is between £50-75K pa.  Delivery of the Edge of Care pilot is expected to reduce this spend.	One of the core principles of delivering the Edge of Care Pilot is that by intensive in house support this will support children to remain within their family network and reduce the likelihood of children being placed out with their family and city.	L	Yes

<b>Reputational</b>	Failure to deliver on The Promise will have a reputational impact on the Council. It will also adversely impact on the assessment of Children's Services within future strategic joint inspections.	Aberdeen City's balance of care is at odds with comparative LA's. This will impact on the outcome of future inspections.	L	Yes
<b>Environment / Climate</b>	No significant risks identified.	N/A	N/A	N/A

## 8. OUTCOMES

### COUNCIL DELIVERY PLAN

		<b>Impact of Report</b>
<b>Aberdeen City Council Policy Statement</b>		<p>Ensuring the effective planning for children and young people has a direct relevance to the delivery of the following statements contained within the Council Delivery Plan:</p> <ul style="list-style-type: none"> <li>• Ensure local services identify young people with mental health problems and help them get early support and help.</li> <li>• Ensure the Council follows best practice as a corporate parent to get the best outcomes for looked-after young people, those in kinship care and those with additional support needs such as autism, developmental disorders or mental health problems</li> <li>• Continue to seek to support young people to receive care in Aberdeen, through fostering, adoption and other services and seek to reduce "out of authority" placements.</li> </ul>
<b>Aberdeen City Local Outcome Improvement Plan</b>		
Prosperous People Stretch Outcomes		<p>Ensuring the effective planning for children and young people for whom secure care might be considered has a direct relevance to the following stretch outcomes in the LOIP:</p> <p>5. 90% of children and young people will report that they feel mentally well by 2026.</p> <p>6. 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</p> <p>7. 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</p> <p>8. 25% fewer young people (under 18) charged with an offence by 2026.</p>
<b>Regional and City Strategies</b>		Ensuring the effective planning for children and young people is central to the planning for all children and young people open to Children's Social Work. This activity is relevant to the Aberdeen City Council Delivery Plan, the Local Outcome Improvement Plan, and the Children's Services Plan.
<b>UK and Scottish Legislative and Policy Programmes</b>		Ensuring the effective planning for children and young people is central to the planning for all children and young people open to Children's Social Work supports the Scottish Government's drive to #KeepthePromise. This wide ranging and ambitious programme impacts on a range of statutory duties on the Council in relation to vulnerable and care experienced children

	including those contained in the Children(Scotland) Act 1995, Children's Hearings (Scotland) Act 2011, Children & Young People (Scotland) Act 2014, Child Poverty (Scotland) Act 2017 and Children (Scotland) Act 2020.
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## 9. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	I confirm that an impact assessment is not required.
Data Protection Impact Assessment	Not required.
Other	Not required.

## 10. BACKGROUND PAPERS

None

## 11. APPENDICES

## 12. REPORT AUTHOR CONTACT DETAILS

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## APPENDIX A – CASE STUDIES

### Case Study 1 - Pupil A

#### Highlights

- **Achieved 1 National 4 qualifications and on track to achieve a further 2**
- **Removed from CSO**
- **Reduction in police reports**
- **18 month involvement in pilot**
- **Increased engagement with professionals to support move to positive destination**
- **Improved home circumstances – Parent shared this as a result of support from team**

From the start, pupil A and mum were supported to share the story of their journey from their perspective. This included where they felt things had gone wrong, where they felt they hadn't been listened to and what they needed.

Pupil A had struggled over an extended period of time following a family bereavement, had become involved in negative behaviours in the community accumulating a number of charges in 2021 and disengaged with education. 'A' had not been in school since the start of the academic term 21/22 but had started to engage with 2 professionals to access input for literacy and numeracy. This engagement was sporadic with pupil A saying they did not want to return to school.

Targets were set with pupil A once the relationship had been built. This was about what they wanted to achieve with the support from the team around them.

A relationship was built with one member of the team and this led to increased engagement with pupil A attending almost all sessions with their key workers. They have engaged with workers from Sport Aberdeen who have links to the pilot, so building up their curriculum and developing strategies and approaches to support them back into school. Pupil A demonstrated increased motivation for learning, seen through their ask to have "earlier sessions to help them to get better at getting up for when they come back into school".

With the support of the team around him, Pupil A has been able to express his frustrations and talk about how they feel to the extent that they were supported to engage with CAHMS following a referral supported by school and social work. Over the period of time where Pupil A was attending, their engagement fluctuated but settled again which is as a result of the strength of relationships built.

Through discussion with the team it was also highlighted that there could be a role for youth work given the young person's needs. This relationship was established and Pupil A is being supported to access work experience and link with SDS to consider next steps beyond school.

Initially all sessions with the young person took place out with the school building in where they felt most comfortable. Gradually over time, they returned to the school setting to undertake employability National 4. They have achieved National 3 Maths and English and is working towards completing National 4 through working with a 3<sup>rd</sup> sector organisation. They also managed to engage in a college link course, supported to attend a key person in the team around him. Although after 1 term, they felt the course was not for them, they had built up confidence to attend without support and managed the classroom environment and work with peers.

The relationship with Mum was built through weekly contact with a member of the team developing the education plan. Mum has built trust and therefore has been able to open up and share other worries e.g. financial, which we have been addressed by connecting her with other supports. Mum has an increasing number of positive relationships with members of the team.

Through the weekly operational meetings, family learning was able to provide information on support for mum that could then be further explored through the family resource worker who held the relationship. This then supported additional funding and gifts for Christmas which relieved some of the financial pressures. There was also signposting and support in relation to ongoing financial support.

Pupil A and mum were supported throughout the school holidays with check ins from the family resource worker and continued sessions with the 3<sup>rd</sup> sector organisation and Sport Aberdeen

There has also been a reduction in risk taking behaviours in the community and police reports with 3 police concern reports for academic session which is a reduction from 9 in the year prior to the pilot. Due to the support in place for Pupil A and the engagement with professionals, they were removed from their CSO with voluntary social work involvement initially. There is now no involvement from social work.

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## **Case Study 2 – Pupil B**

### **Highlights**

- **Stayed on for S5**
- **Increased access to the curriculum**
- **4 National 4 qualifications**
- **Increased confidence and reduced anxiety**
- **College place secured after S5**
- **Increased attendance**

Pupil B lives with their grandparents and described the current home as a safe space. Their poor attendance at school was impacting on relationships at home. The grandmother was frustrated by pupil B leaving school when they were overwhelmed, and their younger brother held similar resentment pupil B could leave school but he had to attend.

Pupil B was referred to the Pilot following concerns from school and social work that their attendance at school was adversely impacting their academic achievement and future. Their anxiety at being in school was the biggest barrier to their attendance and their inclusion in their community and wider world. Their friendships tend to be mostly on-line gaming.

At the beginning of the academic year 2022/23, they did not feel able to return to their existing classes and their timetable was reduced to English and Employability. They could manage to attend some English classes, but their Employability classes were more problematic. Pupil B was not attending and if they did, they often left the class and went home. They were not able to attend a Pet Therapy session organised by their social worker. Their anxiety meant they could not interact at all, and they left the session without any engagement despite really wanting to participate

Through discussion with the operational team, it was agreed that the most appropriate person to link in with Pupil B and their Gran (carer) was the Family Resource worker (FRW) due to her particular skill set and personality. She linked in with them alongside their Guidance teacher to get a better understanding of what they felt the barriers to school were and what their hopes would be. Pupil B made the decision that they wanted to work with the FRW.

Since starting the Pilot Project in November 2022, they have worked on the Let's Investigate Anxiety Management (LIAM) with their FRW. This looked at the impact of anxiety on them and better coping strategies for managing anxiety. This helped them access more of the curriculum. Work also focused on looking at Pupil B's strengths and they were able to say being 'clever' was a strength of theirs.

Pupil B achieved Nat 4 Maths, Nat4 English, Nat4 Employability and Nat 4 Science in S4. As part of the employability course, a work experience was found with the help of DYW at Northfield Academy at a dog groomer's. Pupil B was supported with this initially and gradually was able to attend themselves. They really enjoyed the work experience.

Pupil B and their grandmother arranged to visit the NESCOL open day supported by the FRW, to explore whether they wished to continue with their education post 16. Pupil B has a lot of potential academically but lacked confidence. With the support of their worker, Pupil B was able to talk to the school's career advisor (Skills Development Scotland) to explore their options for post 16. They then decided to return for a 5<sup>th</sup> year due to the support in place.

Pupil B's grandmother has described their worker as a 'comfort blanket' in school and support for gran around understanding Pupil B's anxiety and support meant that there was less stress within the family. Family Learning have also met with gran to support her to find a network in her community. At present, gran does not feel she needs this but is aware support is available.

The weekly operational meetings with the multi-agency team provided insight from all agencies and as the team are based within the partnership area of the school, key links and relationships were built with both SDS and DYW to explore opportunities for Pupil B.

The FRW continues to provide check ins for person B and gran through the holiday periods to maintain the relationship and also support the transition beyond school.

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### **Case Study 3 – Pupil C**

#### **Highlights**

- **Increased self esteem**
- **Reduced anxiety**
- **Engagement in wider achievement activities**
- **Increased social engagement**
- **Increased attendance in school and mainstream classes**

Pupil C is an S4 pupil who was referred in April 2023 as their anxiety was impacting their attendance and achievement in class. Pupil C would often seek support from Guidance and the Youth team. They disclosed to pilot workers that they had been bullied at school since S1 and found school difficult and stressful. They had stopped taking some subjects due to their anxiety.

Pupil C was supported to complete the Let's Investigate Anxiety Management (LIAM) Programme. The relationship built with the pilot worker meant that they felt able to share some details of family dynamics which through further discussion led to them being able to better understand and manage their anxiety. Pupil C said that they "Hadn't cried about things for a while and the sessions were helping". They also

started to attend lessons and were more confident with their learning. Pupil C said they felt more able to let teachers know when they needed support.

During the course of the LIAM sessions, it became evident that Pupil C had low self-esteem and they shared that they wanted to make more friends. They also loved drama and so were supported to access a Studio 22 space at a drama group run by APA. A tour was organised over the summer holidays to meet the director of the drama groups. A Studio 22 space was then found with Aberdeen Performing Arts Drama groups for Pupil C to start in August 2023 to help improve their self-esteem and widen their social circle. Summer activities including a NuArt tour also helped them to engage with their wider community and 'get them out of their bubble' as they described it.

Feedback from their mum is that they are loving the group and feedback from director is that Pupil C, 'throws themselves into the activities' and challenges themselves. Pupil C has told the pilot worker that they have made new friends and will be signing up for the next group with support of Pilot Project to access the free Studio 22 space.