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| **Cluster/CIIL** | **Needs** | **Outcomes and Requested Services** |
| Airdrie – Gordon  | 1. ACEs and resulting issues including:
* SEBN
* Anxiety
* Poor attendance and attendance related anxiety
* Part-time timetables
1. Neurodiversity and knock on effects including:
* Poor mental health and wellbeing in families
* Poor experience of children and young people in mainstream schooling
* Poor skill capacity of workforce to support neurodiverse children and young people
1. Family connections
* Whole family supports
* Promoting positive emotional wellbeing
* Resilience in response to trauma and stress
* Worry over financial crisis and how to support families with this
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| Bellshill - Paula | * Anxiety/stress/mental health issues affecting attendance and engagement of families. Need for whole family support and interventions to support routine, structure and parenting
* Pupils being overwhelmed at school and seeking places to speak with people, increasing need to build relationships with key staff
* Expressing emotions through music/art/outdoor space/alternative therapies
* Arrival of Ukrainian families requiring emotional support and additional learning support to achieve their potential in school
* Gender identity
* Physical health and vaping
* Impact of domestic abuse on children and young people and the concerns around keeping parent safe
* Impact of drug and alcohol misuse in household
* Underage drinking
 | * **Intensive support to improve mental health and wellbeing and opportunities to realise potential as a member of the Bellshill community**.
 |
| Braidhurst - Donna | * Anxiety-based non attendance
* Stress and anxiety due to curriculum demands
* Disengagement from education
 | * **Outdoor learning through forest schools**
* **This cluster would like outdoor education for one full day for 39 weeks, which will allow the programme to run for the full academic year and offer a referral service to the cluster which will provide the right support at the right time**
* **This cluster would also like a full day of creative arts to provide opportunities from disengaged pupils**
 |
| Brannock - Paula | * Anxiety/stress/low mood
* Trauma
* Emotional regulation
* Parental mental health and bereavement
* Violence and offending
* Attendance and engagement
 | * **Support for families to help them meet the needs of children**
* **Outdoor learning**
* **Play based therapy**
 |
| Calderhead - Gavin | * Anxiety/stress/attendance
* Children/parent’s mental health
* Financial support
* Trauma
* Attachment
 | * **Support for neurodivergent pupils**
* **Animal-based support**
* **Holistic therapies**
* **Therapeutic supports**
 |
| Caldervale – Gordon | * Anxiety
* Attendance
* Family engagement
* Early years support
* Neurodiversity
 | * Improved attendance
* Improved health and wellbeing
* Families worked with to support longer term supports
* **Early intervention improving long term attitudes**
* **Support for neurodiversity**
* **Sport/active schools link**
* **After school clubs for ASN and working families**
 |
| Cardinal Newman – Gordon | * Anxiety/stress/mental health issues affecting attendance and engagement of families. Need for whole family support and interventions to support routine, structure and parenting
* Pupils being overwhelmed at school and seeking places to speak with people, increasing need to build relationships with key staff
* Expressing emotions through music/art/outdoor space/alternative therapies
* Arrival of Ukrainian families requiring emotional support and additional learning support to achieve their potential in school
* Gender identity
* Physical health and vaping
* Impact of domestic abuse on children and young people and the concerns around keeping parent safe
* Impact of drug and alcohol misuse in household
* Underage drinking
 | * **Intensive support to improve mental health and wellbeing and opportunities to realise potential and engage fully as a member of Bellshill community**
 |
| Chryston – Lois | * Anxiety
* Attendance
* Mental health support around neurodivergence
 | * Improved attendance
 |
| Clyde Valley - Lois | * Anxiety/stress
* Emotional regulation
* Parental mental health
* Trauma
 | * **Outdoor learning**
* **Supporting bespoke timetable**
 |
| Coatbridge - Paula | * Stress/anxiety
* Family support
* Resilience
* Relaxation
* Emotional based school avoidance S3/S4 cohorts at risk of leaving school without a positive destination
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| Coltness - Donna | * Anxiety/stress
* Emotional regulation/distressing behaviours
 | * Improved attendance
* Greater self-regulation
* Improved peer relationships
* Improved wellbeing outcomes/attainment
* Long term – increased numbers achieving a positive destination
* **Outdoor/physical activities**
* **Play therapy/art therapy**
* **Out of school activities with low pupils to staff ratios to promote participation/inclusion**
* **Small group sports coaching**
* **Wraparound package to support families, children and young people with 24/7 access**
 |
| Cumbernauld – Lois | * Attendance
* Poverty
* Mental health/anxiety in parents and children
* Trauma
* Autism
* Community anti-social behaviour
 | * Improved attendance via supportive relationships with family, trauma informed practice and strategies for those with autism
* Improved mental health
* **Increased physical activity using outdoor based organisations**
 |
| Dalziel - Donna | * Anxiety-based non attendance
* Stress and anxiety due to curriculum demands
* Disengagement from education
 | * **Outdoor learning through forest schools**
* **This cluster would like outdoor education for one full day for 39 weeks, which will allow the programme to run for the full academic year and offer a referral service to the cluster which will provide the right support at the right time**
* **This cluster would also like a full day of creative arts to provide opportunities from disengaged pupils**
 |
| Greenfaulds – Gavin  | * Emotional based school avoidance
* High anxiety
* Low levels of resilience and lack of coping/regulation strategies for pupils
 | * A reduction in current and future emotional based school avoidance
* Increase in capacity of families to effectively support their children in managing anxiety and developing coping/regulation strategies for anxiety
* **Interventions to support pupils for whom emotional dysregulation is a current barrier to success and an early indicator of potential future emotional based school avoidance**
* **Sessions for pupils that focus on the skills and attitudes needed to manage and understand anxiety**
* **Providers who can offer support in a different context from what staff will be able to offer through LIAM**
* **Wellbeing and anxiety focused work in an outdoor setting**
 |
| OLH Cumbernauld - Lois | * Emotional based school avoidance
* ASD with no diagnosis
* Attendance below 70%
 | * **Creative arts programme which can run from the HUB**
* **Music programme which can run from the HUB**
* **Mental health workshops which can run from the HUB**
 |
| OLH Motherwell - Carrie | * Anxiety
* Stress
* Attendance
* Children and parent’s mental health
* Parental depression
* Financial support
* Trauma
* Attachment
* Undiagnosed ASD
* Language and communication difficulties
 | * Reduced stress/anxiety
* Increased attendance
* Improvement in children and parent’s mental health
* Reduction in parental depression
* Improved financial support
* Strategies to support trauma and attachment
* **Support for autistic pupils**
* **Food based support**
* **Animal based support**
* **Music based support**
* **Holistic supports**
* **Therapeutic supports**
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| Kilsyth - Gavin | * Autism and associated anxiety, resulting in young people being so overwhelmed that they are unable to attend school regularly. Additionally, younger children are struggling to manager and regulate their emotions and as a result their learning is being disrupted
* Young people unable to attend school through emotional based anxiety
 | * **Home visits and building relationships with parents/carers appears key in supporting families to support their child/young person back to school**
* **Develop a safe space for young people to celebrate their diversities, where young people with similar profiles can come together to provide peer support**
* **Sessions for family support focused on understanding and supporting the needs of children with ASD**
* **To provide sessions that focus on supporting anxiety by developing a better understanding of anxiety and coping strategies**
* **Autism support**
* **Music-based support**
* **Mental health-based support**
 |
| St Aidan’s - Donna | * Anxiety/stress
* Emotional regulation/distressing behaviours
 | * Improved attendance
* Greater self-regulation
* Improved peer relationships
* Improved wellbeing outcomes/attainment
* Long term – increased numbers achieving a positive destination
* **Outdoor/physical activities**
* **Play therapy/art therapy**
* **Out of school activities with low pupils to staff ratios to promote participation/inclusion**
* **Small group sports coaching**
* **Wraparound package to support families, children and young people with 24/7 access**
 |
| St Ambrose – Carrie  | * High anxiety/low resilience that impacts upon attendance and engagement at school for both children/young people and parents/carers. Causes for this include additional support needs, ACEs, trauma or a combination
* Family support to support anxiety and resilience
* Parental/carer mental health difficulties which impact upon the child/young person. We are also seeing this displayed as emotional dysregulation for some children and young people
 | * Reduce anxiety
* Increase resilience
* Improve attendance/engagement
* **Art-based supports**
* **Music-based support**
* **Food-based support**
 |
| St Andrews – Carrie  | * High anxiety/low resilience that impacts upon attendance and engagement at school for both children/young people and parents/carers. Causes for this include additional support needs, ACEs, trauma or a combination
* Family support to support anxiety and resilience
* Parental/carer mental health difficulties which impact upon the child/young person. We are also seeing this displayed as emotional dysregulation for some children and young people
 | * Reduce anxiety
* Increase resilience
* Improve attendance/engagement
* **Art-based supports**
* **Music-based support**
* **Food-based support**
 |
| St Margaret’s - Paula | * Longer blocks of input around mindfulness in primary age children
* Trauma practice
* Therapeutic approaches for secondary age pupils
 | * Broadening of supports and interventions which are provided within health and wellbeing, and this will link to our localised interventions for young people and families to provide bespoke support
* Services which provide mental health/group/1 to 1/mindfulness related services
* More services to meet needs of secondary pupils
 |
| St Maurice’s - Gavin | * Emotional based school avoidance
* High anxiety
* Low levels of resilience and lack of coping/regulation strategies for pupils
 | * Reduction in current and future rates of emotional based school avoidance
* **Interventions to support pupils for whom emotional dysregulation is a current barrier to success and an early indicator of potential future emotional based school avoidance**
* **Group work for pupils where a lack of resilience and/or a lack of coping/regulation strategies is a barrier to success**
* **Alternative curriculum activities to support pupils who are not attending school regularly due to anxiety**
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