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**Northwich Education Partnership**

**Our Way of Working – Supporting Social and Emotional Needs**

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| **WHOLE SCHOOL APPROACHES**  **Quality First Teaching (QFT)**  **Available for all pupils in a forward planning inclusive classroom**  **Robust Behaviour Management Policy understood and followed by ALL school staff**  **Teaching Schools Support**  **http://www.welcometocita.co.uk/**  *Cheshire Inclusive Teaching Alliance (Providing Outreach Support for Mainstream settings and quality CPD linked to addressing challenging behaviours in our schools)*  **SEND policy in line with the SEND code of practice**  **Our Way of Working (formally New Ways of Working) - Trauma Based Approach**  [**https://westcheshirechildrenstrust.co.uk/our-way-of-working/training-for-you/**](https://westcheshirechildrenstrust.co.uk/our-way-of-working/training-for-you/) |

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| **STAFF SUPPORT – SUPERVISION, PROFESSIONAL DEVELOPMENT AND SUPPORT**  All staff are supported in the delivery of (QFT) by the school SLT with (when relevant) specific input from the SENCO, ELSA, Inclusion Manager.  **Support and training should also link to understanding individual emotional and/or social need**   * Structured supervision through a peer mentoring system * SLT supports teacher in completing self-review, solution focused discussion * Regular monitoring of lessons and during unstructured times of the day   **Autism Service**  Key strategies for ensuring QFT and approaches for engaging children within the classroom who may have social or communication needs. Includes specific strategies IE for pupils who find it hard starting a task, difficulties during unstructured times, organisation etc |



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| **PROFESSIONAL AND SKILLS DEVELOPMENT/TRAINING**  Dedicate time allocated for whole school training linked to developing staff’s understanding of supporting children with unmet emotional and social needs. Developing knowledge, skills and embed good practice – this will also enable capacity building within schools: -  **Our Way of Working (formally New Ways of Working)**  <https://westcheshirechildrenstrust.co.uk/our-way-of-working/training-for-you/>  **Autism Service Training for Schools**  Current training offer includes –   * Supporting Pupils with a Sensory Need * Supporting pupils at transition points throughout the day and school year * Language and Communication Differences in children with Social Communication Difficulties * Developing an awareness of self   <https://www.livewell.cheshirewestandchester.gov.uk/Documents/Download/696/Autism-Training-Dire>  **Child and Educational Psychology Service**  2020 – 21 Training Programme includes –   * ELSA * Reducing Parental Conflict * Mindfulness (pupils, staff and transition focus) * Emotion Coaching * Psychology of Resilience   Bespoke training can be planned and delivered to support your school’s need. Please discuss with the CEPS  <http://ecwip.education/>  **Mental Health First Aid**  <https://mhfaengland.org/organisations/workplace/2-day/>    **Attachment Training**  <http://www.attachmentandtraumasensitiveschoolsaward.com/>      **Behaviour Consultant Services**  Donna Davies [Donnadaviestraining@outlook.com](mailto:Donnadaviestraining@outlook.com) 07791021395   * Whole school behaviour Audit * Classroom Management * Team Teach Training * Thrive Approach (de-escalation and fully understanding what is happening for the young person)   **TAF Training/Support**  TAF Advisor for the Northwich Area are;  Chris Harden - [Christopher.harden@cheshirewestandchester.gov.uk](mailto:Christopher.harden@cheshirewestandchester.gov.uk)  **Emotional Based School Non-attendance**  Delivered by Education Access Team and Child and Psychology Service    **Covid Specific Advice from CAMHS**  **Helpful tips for parents / carers e.g. to support communication, routine, sleep and worry** |

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| **The majority of pupils should make measurable progress without further support. However, challenges may still exist despite whole school approaches.** |

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| **Pupil Specific Approaches**  **Pupils SEND Profile**  Child Profile starts to collate information about impact of targeted, planned intervention and external agency involvement.  **ABC Charts**  This helps to reflect and gain a better understanding of triggers regarding unwanted behaviours and what it may be communicating – analysing outcomes and creating a specific targeted plan to improve behaviour outcomes is a next step.    **Sensory Processing Checklist**    **Speech and Language Therapy**  SALT Advice Line – Tuesdays 12.00 pm - 4.30 pm  Tel: 07825 103893  SALT Indicators Checklist to be completed prior to referral or to indicate need and appropriate in school intervention    SALT Referral Form    **Strengths and Difficulties Questionnaire (SDQ) document**    **Boxhall Profile Assessment Tool**  An online tool to assess and plan for children with unmet social, emotional and behavioural needs.  <https://boxallprofile.org/>  **Person-Centred Planning / Tools eg. One Page Profile Training**  Link below includes key principles of person-centred planning and one page profiles. Includes good practice, training and resources.  <http://helensandersonassociates.co.uk/>  **Wishes and Feelings work (pupil voice)**  Use tools to elicit pupil views.    **Fagus Educational Resource**  A framework to support children’s emotional and social development - to identify need and plan intervention)  [www.fagus.org.uk](http://www.fagus.org.uk)  **Multi Element Support Plan**  This is an alternative to a behaviour support plan. It builds on the ABCD charts and informs planning support, including skills development. It is a central point to hold the CYP views as well as documenting the environmental changes and strategies to be implemented to support the pupil’s individual needs.    **Behaviour Support Plan**    **Team Around the Family (TAF)**  TAF focuses on early help and interventions. It helps families at the partnership plus level on the continuum of need. It delivers a more effective early support service to children and their families. TAF identifies additional needs and vulnerabilities. It looks at the actions required to meet those needs.  <https://www.cheshirewestandchester.gov.uk/residents/health-and-social-care/children-and-young-people/team-around-the-family/taf-a-guide-for-professionals.aspx>  **Multi-agency Toolkit**  This multi-agency assessment toolkit has been developed to support those working with children and families to more easily and effectively identify specific needs/risks so that targeted interventions can follow. Tools include –   * Graded Care Profile * Home Conditions Assessment * Strengths and difficulties questionnaire * Resilience and vulnerability matrix * Brook: sexual behaviours traffic light tool * Child Sexual Exploitation (CSE) screening tool * Team around the Family (TAF) * Risk Indicator Checklist (RIC or DASH/RIC) * Parenting under pressure   <https://www.cheshirewestscp.co.uk/wp-content/uploads/2020/11/Multi-Agency-Assessment-Toolkit-FINAL-updated-05.11.2020.pdf>  **Our Way of Working – request for -**  **Multi Agency Supervision**  The framework is to support all partners working with a child/young person to jointly assess need, risk and vulnerability. It enables joint decision making, strengthening how we can work in a preventative way to develop a plan to address need and risk.  <https://westcheshirechildrenstrust.co.uk/our-way-of-working/multi-agency-group-supervision/>  **Learning Conversation**  A framework for professionals to learn, develop, reflect and review how they are working with a child or young person in order to problem solve together, think differently to support progressing a child’s plan. It is not supervision; it does not provide a framework for decision making. It focuses on professional continuous development, sharing learning and reflection.  https://westcheshirechildrenstrust.co.uk/our-way-of-working/learning-conversations/  **Risk Assessment**  If unwanted behaviour included physical violence or requires physical handling, then a Risk Management Plan needs to be put in place immediately. (SCiE, Education Access Team, School to School Support)      **Behaviour Pathway document (Community Paediatrician)**  Multiagency Map document (formerly known as ‘Social and Emotional Resource Pack -Behaviour Pathway) – accessed via Live Well website    **Our Way of Working Resources**  Link to a bank of resources in one place for supporting vulnerable pupils. Includes information about services, good practice, resources and much more.  <https://westcheshirechildrenstrust.co.uk/our-way-of-working/resources/>  **Discussion at NEP Triage Session**  Held half termly – contact Sue Mills – Headteacher at Cuddington Primary for more information.    **Early Intervention Referral from Education Access Team**  Appropriate for pupils at risk of permanent exclusion (not for pupils with an EHCP)    **Managed Move Protocol**  Relationships may have broken down and fresh start is deemed appropriate – parental engagement is essential to explore this. Refer to CW&C Managed Move and Far Access Guidance. In addition, access advice and support from Education Access Team to explore this.    **Other suggested actions -**   * Open and regular dialogue with parents – giving positive feedback when possible * Parenting support groups programmes – contact NEP Cluster to establish if there is a group running in neighbouring school – IE: 123 Magic * Rubber Boundaries, more personalised approach – reasonable adjustments to the school’s behaviour management policy may be required * Targeted interventions – delivered by skilled and trained staff (ELSA) – outcomes to be measured * Therapeutic Intervention * Play Therapy Intervention - Carrie Day - [Carriedayplaytherapy@gmail.com](mailto:Carriedayplaytherapy@gmail.com) or <http://carriedayplaytherapy.co.uk/> * Animal/play/talking therapies – Creative Action Team   <https://www.creativeactionteam.com/about>   * Outreach Support from Specialist Schools and Primary Schools with Resource Provision – including Rosebank, Greenbank, Archers Brook, Cloughwood, Darnhall Primary, Barnton Primary, Lache Primary. |
| **Extended Services**  **Additional Services to be accessed through the TAF Process**   * Core Assets/Catch 22 * Emotional Well Being Service * Family Case Worker - access through referral to I-art * Specific Parenting Programmes * Domestic Abuse Service   **CAMHS**  Advice line for professionals who have concerns regarding a young person’s mental health (non-urgent)  <https://www.mymind.org.uk/media/1504/professionals_poster_cypwellbeinghub.pdf>  **Access additional service**   * Child and Educational Psychologist – LA or commissioned * Starting Well Service 0 – 19 years (School Health) * Autism Service * Specialist Teaching Teams – visual/hearing impairments * Specialist Teacher Team – Early Years (nursery age pupils) * Early Years Team – Nursery and Reception age * Advice from SEND Team * Information, Advice and Support Service – Advocacy service for parents of children with additional needs (no EHCP or diagnosis needed)   **Alternative Provision**  **Queensbury**  Paul Cooper  07769294311  [paul@queensberryap.com](mailto:paul@queensberryap.com)  https://www.queensberryap.com/  **Primary RESPECT Programme**    **Route 5 Pursuits**  Roger Rayner  [route5pursuits@outlook.com](mailto:route5pursuits@outlook.com)  Roger works alongside staff and children to reshape provision to meet unmet emotional need. |