

## Swalwell Primary School Mental Health and Wellbeing Provision Map

The following provision map shows staff and parents the path of support for children. At times, individual concerns may require an alternative or unique approach (to be assessed on an individual basis). If, as a parent, you are concerned about a child, please speak with the class teacher. Staff, you should seek advice from SLT. At all stages, safeguarding procedures should be followed if a concern threshold is reached.

<b><u>Universal Provision (Wave 1)</u></b> <b>These concerns are characterised by short-term periods of feeling low or unable to cope. They may be caused by familiar situations that are a part of daily life. There is no long-term impact on wellbeing.</b>		
<b>Typical concerns</b> <ul style="list-style-type: none"> <li>• Minor illness.</li> <li>• Friendship conflicts.</li> <li>• Low-level worry or stress (short term).</li> <li>• Academic, transitions, loss of objects, tests/assessments.</li> <li>• Higher level worries.</li> <li>• Growing up, the environment, world issues.</li> <li>• Loss and change.</li> <li>• Moving house, family changes, death of a pet.</li> <li>• Social media.</li> <li>• <i>Past</i> incidents of mental health concerns that require monitoring.</li> </ul>	<b>How Can we help?</b> <ul style="list-style-type: none"> <li>• Class teachers.</li> <li>• Teaching assistants.</li> <li>• Family support worker.</li> <li>• Phase leaders.</li> <li>• SENDCo.</li> </ul>	<b>How do we support your child and you?</b> <u>Proactive</u> <ul style="list-style-type: none"> <li>• Age-appropriate PSHE curriculum promotes positive messages; challenges children to think; enables children to explore; provides self-help strategies and tools.</li> <li>• Assemblies (class, phase, whole school) explore issues that can cause concern and introduce strategies for wellbeing.</li> <li>• Class circle times.</li> <li>• Worry Wall (school website).</li> <li>• Stories/Story Project.</li> <li>• Structured activities.</li> <li>• Clubs to support friendship (after school and during).</li> <li>• Peer support.</li> <li>• Playground buddies, sports ambassadors, school council.</li> <li>• SEMH Library available for children, teachers, TAs and parents.</li> <li>• If needed, whole school/phase/class events to support.</li> <li>• Open door policy for parents/children to share concerns and information.</li> <li>• Home visits central to home school communication.</li> <li>• Regular sign posts on support for families via Facebook and school website.</li> </ul> <u>Reactive</u> <ul style="list-style-type: none"> <li>• Listen to child and reassure them.</li> <li>• Communication among adults (phase meetings, DSL meetings).</li> <li>• Effective use of CPOMS.</li> <li>• Peer support (see above).</li> <li>• Structured activities (see above).</li> </ul> <p>At all times, ensure the child is spoken with and their voice is heard.</p>

### School (Targeted) Intervention (Wave Two)

These concerns are characterised by long-term periods of feeling low or unable to cope. There is beginning to be an impact on wellbeing and academic progress.

#### Typical concerns

- Sustained period (or repeated short-term periods) of children displaying low mood or an inability to cope either at home or at school which is beginning to impact on daily life.
- long-term or repeated friendship problems (a term or more without resolution).
- Increase in anxiety (class, element of school, home life) despite support from adults as per universal provision.
- Significant change in home circumstances.
- Loss of extended family member(s).
- Sleep difficulties.
- Persistent lack of resilience or low self-esteem.
- Strong emotion (including anger) negatively affecting school or home behaviour.
- Sensory issues or sensitivities that regularly impact child's learning.
- School refusal.
- Questions around gender/sexual orientation.

#### Who deals with this?

- Class teachers.
- Teaching assistants.
- Advice from school SENDCO.
- advice from outside professionals (where appropriate e.g. HINT, SPA, RISE, Primary Behaviour Support).

#### How do we support?

- Ensure all adults involved are aware of the situation.
- Put monitoring in place (e.g. use CPOMS to depict trends and changes).
- Provide individual approach.
- Informal plan (e.g. come into school via front door, come in early to 'do a job,' lunch buddy, a key worker or a reward system etc. Work with child and family to take steer of interest).
- If deemed necessary, add child to SEND register so that Parents have access to termly consultations with teachers.
- Child to have individual targets and interventions to support their need.
- Parent meetings.
- SENCO consultation to begin to discuss specialist support.
- SENCO (with support from the class teacher) provide letters for Parents invited to targeted training/workshops on specific problems (e.g. anxiety).
- On-line resources provided on the school website.
- If the concern is mediated, move down a level after discussion with the class teacher and parents. Continue to monitor closely.
- Apple friends intervention through FSW.
- At all times, ensure the child is spoken with and their voice is heard.

**Specialist Intervention and support sought (Wave Three) – Persistent and on-going challenges which continue despite school intervention and support; or sudden and serious incidents which require professional intervention.**

**Typical Concerns**

**Who deals with this?**

**How do we support?**

<ul style="list-style-type: none"> <li>• Sustained period (or repeated short-term periods) of children displaying low mood or an inability to cope either at home or at school which is impacting on daily life and is not improving despite intervention and support at school/home.</li> <li>• long-term or repeated friendship problems (2 terms or more without resolution/Difficulties with social interactions and relationships with peers/adults).</li> <li>• Increase in anxiety (class, element of school, home life) despite support from familiar adults.</li> <li>• Significant change in home circumstances.</li> <li>• Loss of extended family member(s).</li> <li>• Sleep problems/difficulties.</li> <li>• Persistent lack of resilience or low self-esteem.</li> <li>• Strong emotion (including anger) negatively affecting school or home behaviour.</li> <li>• Sensory issues or sensitivities that regularly impact child's learning.</li> <li>• School refusal.</li> <li>• Suspected eating disorders.</li> <li>• Questions around gender/sexual orientation.</li> <li>• Risky behaviours.</li> <li>• Attachment difficulties and triggered responses.</li> </ul>	<p>Any safe-guarding issues must be reported to DSL and Safeguarding procedures followed.</p> <p>Consultation between Parents and:</p> <ul style="list-style-type: none"> <li>• Class teachers</li> <li>• Teaching assistants</li> <li>• SENDCO</li> <li>• advice from outside professionals (where appropriate) If appropriate SENDCO/FSW to refer or consult to one of the named outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Log concern with DSL (if appropriate) this could include contacting Social Services. Follow safeguarding procedures.</li> <li>• FSW or SLT to contact parents.</li> <li>• Ensure all adults involved are aware of the situation – via CPOMs.</li> <li>• <b>Continue with In-school support/ interventions with member of inclusion team whilst considering or awaiting external agency support.</b></li> <li>• Early Help referral.</li> <li>• External Agency referrals to be considered by SENCO/ SLT/ Pastoral Team – possibly to one of the following agencies:</li> <li>• <b>HINT (High Incident Needs Team)</b> for ongoing learning difficulties/ focus/attention difficulties;</li> <li>• <b>PBS (Primary Behaviour Support)</b> for difficulties with self- regulation, motivation, negativity, sensory difficulties, anxieties around coming into school, friendships problems;</li> <li>• RISE referral;</li> <li>• Referral to <b>community nursing team</b> (speech and language, bowel and bladder) where appropriate;</li> <li>• Referral to CAMHS, where appropriate.</li> <li>• Therapist support ie Occupation Therapy for support with sensory sensitivities, focus and attention functional skills.</li> <li>• Speech and Language referral to assess expressive and receptive language skills</li> <li>• Education Psychologist – referral for support/advice on a range of cognitive, social, emotional or communication difficulties.</li> <li>• Primary Mental Health Worker (CAMHS) school advisory service: a forum for schools to discuss emerging mental health concerns for young people ( not open to CAMHS), ie to discuss potential strategies, self-help materials, the role of other agencies and whether to refer to CAMHS or one of our partner agencies. Sometimes this will involve contact with parents.</li> <li>•</li> </ul> <p>During the period of referrals School Targeted Support will continue</p> <ul style="list-style-type: none"> <li>• At all times, ensure the child is spoken with and their voice is heard.</li> <li>• School to continue to work closely with the family.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### **Urgent Specialist Support**

As a school we will use our best endeavours to provide the three tiers of support however there are instances when outside Specialist support is needed quickly. It might be that despite the school's comprehensive support the situation is still a major concern or a sudden situation develops which requires immediate specialist intervention. For example: self-harm, bereavement of close family member, severe distress or aggression, sudden and unexplained deterioration in emotional state and behaviour at home or school. In this case we will communicate directly with parents to direct you to an appropriate support agency.

### **Our specialist support includes:**

- SALT – Mainstream speech and language Therapy
- EP- Educational Psychologist
- HINT– Part of a Specialist Teachers Service who can come into school to work with children
- MTAS - Race Equality and Minority Achievement – Specialist Service which provides support to children with English as a foreign Language
- PBS – Behaviour Support – part of the Specialist Teachers Service who can come into school to work with children and teachers
- LINT-Sensory Support Service – A specialist service which provides support for children with a sensory impairment
- OT – Occupational Therapy – Referrals can be made to Occupational Therapy for children with significant difficulties linked to self-care and self-care skills
- CAMHS – Child and Adult Mental Health Service
- NEAS – a specialist service who provide support to students who have Autism or Social, Communication difficulties
- GCS – Gateshead Children's Services
- 0-19 Team – Health Visitor, School Nurse
- GYC – Gateshead Young Carers
- RISE – emotional support for learners
- SN – School Nurse

### **Other Useful information:**

- SENCo – Special Educational Needs Co-ordinator
- FSW – Family support worker