

Frinton On Sea Primary School Mental Health and Wellbeing Provision Map 2022-2023

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. If you are on staff, you should seek advice from SLT, SENCO or Executive Head teacher.

Universal Provision

These concerns are characterised by short-term periods of feeling low or unable to cope. They may be caused by 'normal' situations that are a part of daily life. There is no long-term impact on wellbeing.

<u>Typical concerns</u>	<u>How Can we help?</u>	<u>How do we support your child and you?</u>
<ul style="list-style-type: none"> <input type="checkbox"/> Minor illness <input type="checkbox"/> Friendship problems <input type="checkbox"/> Low-level worry or stress (short term) <ul style="list-style-type: none"> <input type="checkbox"/> Academic, transitions, loss of objects, tests/assessments <input type="checkbox"/> Higher level worries <ul style="list-style-type: none"> <input type="checkbox"/> Growing up, the environment, world issues <input type="checkbox"/> Loss and change <ul style="list-style-type: none"> <input type="checkbox"/> Moving house, family changes, death of a pet <input type="checkbox"/> Social media <input type="checkbox"/> Past incidents of mental health concerns that require monitoring 	<ul style="list-style-type: none"> <input type="checkbox"/> Class teachers (CTs) <input type="checkbox"/> Learning Support (LSAs) <input type="checkbox"/> SLT <input type="checkbox"/> Learning Mentor (LM) <input type="checkbox"/> Adults, CTs, LSAs, seek advice from LM <input type="checkbox"/> SENCO (where appropriate) 	<p><u>Proactive</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Age-appropriate PSHE curriculum promotes positive messages; challenges to think; enables children to explore; provides self-help strategies and tools <input type="checkbox"/> Assemblies (class, phase, whole school) explore issues that can cause concern and introduce strategies for wellbeing. <input type="checkbox"/> Class circle times <input type="checkbox"/> Worry Boxes <input type="checkbox"/> Stories/assemblies <input type="checkbox"/> Structured activities <ul style="list-style-type: none"> <input type="checkbox"/> sporting events, lunchtime clubs, Calm Corner, Gardening activities, Wellbeing Hub <input type="checkbox"/> Peer support <ul style="list-style-type: none"> <input type="checkbox"/> Playground buddies, anti-bullying ambassadors, school council, wellbeing ambassadors Emotion Coaching (all staff have been trained) <input type="checkbox"/> Sense of community <ul style="list-style-type: none"> <input type="checkbox"/> Family/House events, Wellbeing Week, variety of after school clubs open to all, STEM, Celebrations of each class (Summer Celebration, year6 Production etc.) <input type="checkbox"/> Ignition Arts- Children's Wellbeing Practitioners work in school - Assemblies and workshops with the children <p><u>Reactive</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to child and reassure them <input type="checkbox"/> Communication among adults <input type="checkbox"/> Peer support (see above) <input type="checkbox"/> Learning Mentor Emotion Coaching (see above) <input type="checkbox"/> Sensory Room <input type="checkbox"/> Structured activities (see above)

School (Targeted) Intervention

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.

<u>Typical concerns</u>	<u>Who deals with this?</u>	<u>How do we support?</u>
<ul style="list-style-type: none"><input type="checkbox"/> 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.<input type="checkbox"/> long-term or repeated problems (a term or more without resolution)<input type="checkbox"/> Increase in anxiety (class, element school, home life) despite support from CT/LSA/LM.<input type="checkbox"/> Divorce of parents or significant change in home circumstances.<input type="checkbox"/> Loss of extended family member(s).<input type="checkbox"/> Sleep problems/difficulties.<input type="checkbox"/> Persistent lack of resilience or low self-esteem.<input type="checkbox"/> Strong emotion (including anger) negatively affecting school or home behaviour. <input type="checkbox"/> Sensory issues or sensitivities that regularly impact child's learning<input type="checkbox"/> School refusal	<ul style="list-style-type: none"><input type="checkbox"/> Class teachers (CTs)<input type="checkbox"/> Learning Support assistants (LSAs) <input type="checkbox"/> Learning Mentor <input type="checkbox"/> CTs, TAs, SNAs seek advice from SLT, SENCO, LM<input type="checkbox"/> advice from outside professionals (where appropriate)	<ul style="list-style-type: none">• Ensure all adults involved are aware of the situation• Put monitoring in place (e.g. ABC charts)• Provide individual approach. For example:<ul style="list-style-type: none">• Set targets for child• 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.• Put child on SEN register so that Parents have access to termly• Consultations with teachers and children have individual targets and interventions to support their need.• Refer to LM for possible sessions/drop-in sessions/attendance at Wellbeing Hub• Parent meetings• SENCO consultation to begin to discuss specialist support• SENCO (with support from the class teacher) provide letters for GP referrals• Parents invited to targeted training/workshops on specific problems (e.g. anxiety)<ul style="list-style-type: none">• If the concern continues or gets worse, move up a level.• If the concern is mediated move down a level after discussion with teacher/senco

Specialist Intervention and support sought - Persistent and on-going difficulties which continue despite school intervention and support or sudden and serious incidents which require professional intervention but can still be supported in school

Typical Concerns	Who deals with this?	How do we support?
<p>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</p> <ul style="list-style-type: none"> • long-term or repeated friendship problems (2 terms or more without resolution/Difficulties with social interactions and relationships with peers/adults • Increase in anxiety (class, element of school, home life) despite support from CT/LSA/LMA • Divorce of parents or significant change in home circumstances • Loss of extended family member(s) • Sleep problems/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 • Suspected eating disorders, risky behaviours • Questions around gender/sexual orientation • Risky behaviours • <input type="checkbox"/> Attachment difficulties and triggered responses 	<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"> <input type="checkbox"/> Class teachers (CTs) <input type="checkbox"/> Learning Support Assistants (LSAs) <input type="checkbox"/> CTs, LSAs, seek advice from leaders, SLT, SENCO, EHT <input type="checkbox"/> advice from outside professionals (where appropriate) <p>If appropriate SENCo/LM to refer or consult to one of the named outside agencies</p>	<ul style="list-style-type: none"> • SENCO or SLT to contact parents • <i>Log concern with DSL (if appropriate) this could include contacting Social Services</i> • Ensure all adults involved are aware of the situation • Continue with In-school support/ interventions with member of inclusion team whilst considering or awaiting external agency support • Early Help referral • External Agency referrals to be considered by SENCO/ SLT/ EHT - possibly to one of the following agencies: • LA (Essex Specialist Teachers) • LLS (Language and Learning support) for ongoing learning difficulties/ <ul style="list-style-type: none"> ◦ focus/attention • BS (Behaviour Support) for difficulties with self- regulation, motivation, negativity, sensory difficulties, anxieties around coming into school, friendships problems • Marketfield Outreach for social communication difficulties/ Support for pupils with ASD • Referral to Community pediatrician where appropriate- (through doctor letter) • Referral to CAMHS where appropriate • Family Solutions - support for Parents - Work with parents and children to provide early intervention and preventative support to support mild to moderate anxiety, depression or challenging behaviour. (ie phobia, panic attacks) • Therapist support ie Occupation Therapy for support with sensory sensitivities, focus and attention functional skills, Speech and Language referral to assess expressive and receptive language skills • Education Psychologist - referral for support/advice on a range of cognitive, social, emotional or communication difficulties • 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 • Jigsaw - support for bereavement and loss • Bespoke counselling services • Speech and Language • During the period of referrals School Targeted Support will continue

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
- LLS - Learning and Language Support - Part of a Specialist Teachers Service who can come into school to work with children
- BS - Behaviour Support - part of the Specialist Teachers Service who can come into school to work with children and teachers
- SS-Sensory Support Service - A specialist service through referrals-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
- GOSH - Great Ormond Street Hospital (doctors referrals)
- MF Market fields Outreach Service - a specialist teaching service who provide support to students who have Autism or Social, Communication difficulties
- 0-19 Team - Health Visitor, School Nurse
- Family Solutions - Children's Wellbeing Practitioners. They work directly with Parents
- SN - School Nurse
- Bespoke Counselling Support through referral
- **Other Useful information:**
- SENCo - Special Educational Needs Co-Ordinator
- LM - Learning Mentor offering Emotional Literacy Support

