

## High Park School Social Emotional and Mental Health Provision for Pupils

**Our ethos and values:** *Respect, trust and value ourselves and each other. Aim for our personal best and share in our successes. Hear every voice. See change as a chance to grow. Make learning fun.*

### **Whole school provision (All staff, for all pupils, all the time)**

- Social, emotional and mental health and wellbeing is at the heart of everything we do.
- Responding to the social, emotional and mental health needs of all our pupils is everyone's responsibility.
- Every pupil is made to feel welcome, greeted by adults using their preferred greeting to show that they are valued.
- Positive and trusting relationships are built between pupils and adults through Intensive Interaction, the promotion of pupil choice and the in-depth knowledge we have of pupils and their likes and needs.
- Autism specific and responsive learning environment (**SPELL Framework and Environmental Checklist**)
- All pupils have access to a quiet space inside or outside. There are more quiet spaces available across classes and Bases as pupils get older

### **Structure and Routine**

- Pupils know and understand the structure and routine of the school day
- Pupils have the opportunity for repetition to repeat, practice and consolidate skills within our spiral curriculum
- This enables pupils to anticipate what is happening next, reduces anxiety and increases engagement and independence
- Visual support linked to pupils' communication stages is available within the learning environment e.g., Visual timetable, Now and Next board

### **Transitions and change**

- Personalised approach for pupils moving to our school and onto other schools taking the lead from parents (or pupil where appropriate). Key core strategies shared with new school when pupils move.
- A wide variety of visual support strategies are used to prepare pupils for an activity ending and support their transition to the next activity e.g., visual timetable, sand timer, Now Next boards, 'wait' board, core vocabulary 'finished' etc.
- Class transitions are carefully planned e.g., teacher transitions meetings, class visits, transition photo books etc.
- Carefully considered curriculum planning at Post 16 to provide extensive and bespoke Post 19 transitions
- Increasing opportunities for pupils to access a wide range of meaningful community activities within the school day and in the holidays. This is supported by close working with families and carers
- The **Core Strategies** of the **Therapeutic and Positive Behaviour Support Team** underpin all learning and development at High Park. They form the foundation and 'core' of the curriculum for all our pupils.
- These core strategies support emotional regulation and physical wellbeing, social communication and interaction and a readiness for learning.
- All support staff are trained in these core strategies as part of their induction and take part in planned refresher training throughout the year. There is an expectation that all pupils will receive access to these core strategies throughout the school day via their classroom staff (this is monitored through teacher meetings, CPD meetings, Pupil Progress, Learning Walks and Lesson Observations).

## The core strategies include:

### Aromatherapy:

- In class massage
- Peer massage
- Deep pressure touch
- A carefully selected blend used across the school matched to best support needs – considering time in the term, seasonal changes, new and changing situation

### Speech and Language Therapy:

- Intensive Interaction
- Objects of Reference
- Visual timetable including Now and Next Boards
- Core Vocabulary
- Language boards
- Choose boards

### Behaviour

- Embedded **Positive Behaviour Support** practice.
- **My Personal Profile**; including a **Behaviour Support Plan**
- All staff are Team Teach trained (95% **Team Teach** strategies are focused on the key de-escalation techniques with wellbeing at the core)
- All behaviour is seen as a method of communication – the staff team seeks to identify the reason for the behaviour and looks to provide strategies to support and required environmental / curriculum changes.
- All staff use positive praise effectively to build trusting relationships, build pupil confidence, tell a pupil what they are doing well and ensure every pupil has the opportunity to feel successful
- Staff use bespoke **Restorative Practice**, following incidents using their knowledge of that particular pupil and their communication needs.

### Occupational Therapy

- Core OT equipment e.g., chew noodles, ear defenders, 'fidget toys'
- Soft play
- Sensory Swing
- Womb space (safe spaces)
- Sensory and Motor activities

### PHSE and RSE Curriculum

The PHSE planning framework is organised into six sections:

- **1. Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
- **2. Self-care, Support and Safety** (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
- **3. Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
- **4. Changing and Growing** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
- **5. Healthy Lifestyles** (Being and keeping healthy, physically and mentally)
- **6. The World I Live In** (Living confidently in the wider world)

To effectively meet the learning needs of our pupils within the area of Relationships and Sex Education (RSE), there are four cornerstones of development that must be embedded into everyday practice and provision.

Below are examples of differentiated outcomes for each Cornerstone from the PSHE SEND Planning Framework (2018) these are: -

1. **Public and Private** - through learning about 'keeping ourselves safe', protecting dignity and making choices.
2. **Self and Body Awareness** – through access to our sensory curriculum
3. **Positive Physical Touch** – through support from our curriculum intervention partners; Aroma therapist; Occupational Therapists; Massage in Schools program which help promote pupil self-advocacy.
4. **Emotional Regulation** – mutual and self-regulation supported through the SCERTS framework linked to pupil EHCP targets for Social, Emotional and Mental Health.

On a daily basis practitioners teach core skills and knowledge as necessary through planned activities and general interactions and engagements.

## Pupil voice

- All pupils are provided with meaningful opportunities to share their experiences, views and hopes about their school and to make meaningful choices throughout their school day
- Every pupil has a **Motivators Planning Sheet**. This valuable information feeds into their **Personalised Planning, EHCP** meetings, EHCP targets and **Provision in Provision targets (PiPs)**.
- Every pupil's voice is carefully captured within their EHCP
- EHCP targets and learning is divided into smaller achievable steps within each pupils Progress in Provision (PiP) document
- Extensive range of physical activity within the structure and routine of the school day
- Carefully considered and planned calming and alerting activities and opportunities
- All pupils have meaningful and engaging opportunities to join their peers in small group, class and base activities during the school day e.g., Music, Dance and Physical exercise.

## High Park School Social Emotional and Mental Health Provision for Pupils

- All pupils have access to a varied and rich curriculum experiences that are memorable and promote a sense of belonging and community e.g., Puppet Show and end of year Prom Disco
- Pupils are involved in community/ school fund raising events and parent coffee mornings
- Teachers and key staff communicate with parents/carers using the home school diary (some parents prefer an email) and regular wellbeing phone calls. Important wellbeing information is logged in each pupils tracking.
- **Wellbeing tracking** informs progress judgements and future planning
- Effective attendance policy and procedure
- Strong culture of **safeguarding**, including online safety and clear recording and reporting systems

Indicators that a pupil may need some additional help	Additional Support (within school)	Specialist Support (from outside of school)
<ul style="list-style-type: none"> <li>• Changes in engagement, behaviour and/or attendance</li> <li>• Change of circumstances (family, home, new baby, bereavement)</li> <li>• Conversations / requests with parents/carers</li> <li>• Anticipated events such as new baby, class moves, Christmas, before holidays, Eid/Ramadan, planned medical treatment.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Core Conversations framework for class teams to review pupil needs and current strategies in place</li> <li>• Referral to Positive Behaviour and Therapeutic Team Team identifies actions and interventions for teacher and class team to put into practice (in addition to the Core) personalised rucksack (with personalised visual support/ OT equipment and resources).</li> <li>• Change to offer e.g. 1:1, or 2:1 staffing, personalised / adjusted timetable and planning, changes to staffing to ensure key staff available</li> <li>• <b>Wellbeing meeting</b> with parents/carers/respice</li> <li>• Bespoke staff training e.g., Advanced Team Teach, Womb Space strategies, personalised behaviour support (this may include external professionals)</li> <li>• Access to a quiet space or different low arousal learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to:</li> <li>• CAMHS</li> <li>• Special Needs School Nursing (SNSN) Team and referrals through the SNSN to Paediatrician, Community Dentist, Dietician CAMHS and Paediatrician clinics held in school and attended by staff from class, parents, Social Worker and SNSN Nurse. The Therapy Team also attend when required.</li> <li>• Educational Psychologist</li> <li>• Social Care, including <b>Early Help</b>, Specialist Inclusion Project, Children's Complex Health and Disability Team (CCHDT)</li> </ul>

# High Park School Social Emotional and Mental Health Provision for Pupils



	<ul style="list-style-type: none"><li>• Access / increased access to additional spaces within school e.g., studio, Library, Activity Room</li><li>• Additional personalised and bespoke resources to support emotional regulation and wellbeing e.g., weighted therapy, specific aromatherapy blends (personalised for pupil use at school and home), social story, talking mat etc.</li></ul>	
--	--	--