



Wellbeing at Gillespie 2022 -2023

Overview of Processes Procedure & Support : Updated Spring 2023



Class Teachers Role

In most instances where social/emotional issues or wellbeing are flagged by a parent this would be directly with the class teacher, either via direct contact, email or phone call to the school office. It is the class teacher's responsibility to work with parents in supporting these issues within the classroom and through home/school supportive steps if necessary. This would involve a phone call or meeting with the parents to discuss the issue in more depth and practically thinking of solutions together. If the class teacher feels it necessary, I can join them in these meetings and work with parents/class teacher to seek supportive and positive outcomes.

In terms of more formal procedures for SEND issues there is a 'First concerns form' which teachers are asked to complete and send to the SENDCo. This is used mainly for identification of learning difficulties but crosses the area of wellbeing through SEMH issues which can have a huge impact on achievement and attainment. See attached.

Class teachers are encouraged to seek support from the SENDCo when they are dealing with wellbeing issues and regularly come and talk with me or email about a pupil/family they have concerns about. Together we decide on the course of action – usually calling the parents in to discuss our concerns directly and then making a plan from there.

School Office Procedures

When parents contact the school office regarding any wellbeing issues linked to their child the information is always forwarded to the relevant class teacher/s & the inclusion lead (me). If there are any additional teachers that work with this particular child they are also kept in the loop and informed in this manner. The SENDCo always acknowledges receipt of this information and seeks to speak with the relevant staff members so that pastorally we are all coming from the same place and can support the child/parent/family with the particular issue

SENDCo/Inclusion Lead Role

Leading on '**Termly Inclusion Meetings**' – where class teachers and teaching assistants across the school are asked to complete an Inclusion form – this is an opportunity to highlight pupils who they have concerns around (particularly thinking of emotional/wellbeing needs) away from the SEN register. The notes are sent to the SENDCo who meets with the SLT plus our school CAMHS link (Will Morgan) We talk through the pupils raised and list actions moving forwards. This can range from signposting parents to groups/reading, meeting with the SENDCo or Head teacher, to referrals to Bright start/Brighter futures – early help services

Child Self- reflection

Following a meeting with Teachers & parents as inclusion lead I will often run a **1:1 pastoral session** with the pupil to give them an

opportunity to look at how things are going for them at home and school. In such sessions, the child's name is written in the centre and the areas to review are written around the name. (Categories such as Gillespie, learning, friendships, playtimes, home, family, worries & other.) The child then chooses where to start the journey and we move around the categories focusing on the positive aspects and talking about what is not going so well for them. This is a good way to get the child to self-reflect in a non-threatening environment and I find that they are able to engage well & articulate their thoughts as we move round the categories and I scribe their responses. I also encourage the children to rate each area on a scale of ☹️ 0 → 10 😊. This helps us to focus on the difficulties and to talk about what we could do to support these aspects. This is shared with CT's and parents. Children are usually proud of this and want a copy to take home.

SENDCo lead interventions: where a pupil or group of pupils are identified as having emotional/wellbeing issues I sometimes run a series of interventions eg. Friendship groups, or 1:1 self-help strategy sessions following up on the self-reflection and parental meetings

Half termly check-ins: For some children where there are ongoing wellbeing issues I will meet with the child half-termly to check in on how things are going and see if we need to make any adjustments, offer further support or just to ensure that they feel they are being well supported and are in a stable place

Direct contact from parents: I am often contacted directly via email by parents and will respond and meet with parents to talk through the issues and seek supportive measures to help with the issue. These can range from their child being upset by another child/incident at school – to school refusal issues or raised anxiety. Where this happens I always keep class teachers in the loop and we work together to support the pupil/issue

Fortnightly CAMHS link support – Our current CAMHS link clinician is William Morgan. He has been in place with us since October 2021 following the departure of Melissa Barry (March 2021). Will is based at the school on Tuesday mornings fortnightly – he meets with me to discuss potential referrals, concerns following on from Inclusion meetings or those that have been raised by either the school or a parent. With his support we discuss next steps and actions – any referral that I make to children's services needs to be discussed with Will firstly. He is able to manage x2 cases within the school himself, or will facilitate cases being lead by another clinician in CAMHS – ie. He can carry out observations, screening assessments & regularly sets up meetings with parents with concerns ie. Pre referral meetings. These are welcomed by parents as it is a chance to find out more about the services CAMHS can offer within a familiar environment (school)

Professional Support

School CAMHS link: William Morgan (as mentioned above)

The Schools WellBeing Service (SWS)

This is a fairly new service for us since the start of 2022

We do not have an assigned link practitioner but I contact the lead directly or via Will Morgan currently

This service is aimed at early help level below CAMHS referrals. The clinician can work with 1 case per term – working with the parent to support the wellbeing needs of the child/family. Two families have taken up this service and found it very helpful. There are two more referrals awaiting a lead clinician currently

In addition the SWS offers parent workshops & group sessions for pupils. We can opt for x1 each of these per year:

Below is a list of the current workshops and groups for primary schools:

Groups

Brain Buddies Emotional Regulation Group (Y4-6)

SIBS (For siblings of children with a diagnosis)

Workshops

Helping your child feel confident at school after lockdown

Transitions

Understanding Sleep

Building confidence and managing anxiety in your child (2 part)

The SWS would like us to discuss possible cases with our CAMHS link prior to making the referral.

Bright Start – 0 -5 year olds

Brighter futures – 5 – 19 years old

Universal early help services open to everyone.

Often referrals made by the school or parents lead to early help services.

Any families involved with early help services via referrals who have an assigned 'Family support worker' are subject to Team around the family meetings (TAF) which allow us to reflect on progress and look at stepping down/next steps and everyone's roles within this

Bridge School, Samuel Rhodes, Richard Cloudesley & New River Outreach Teams

Jane Palmer: Samuel Rhodes (MLD)

Ashleigh : Bridge Outreach (ASC)

Nicky Tricks: Richard Cloudesley (physical disabilities)

Tim Webb: New River College (Behaviour)

All of the above teams support complex needs pupils in the school – mainly those with a diagnosis or named learning difficulties. All are at hand to support with issues around wellbeing for pupils within these categories and we often tap into them for advice.

Referrals – request for services via Islington Children’s Services Team
csctreferrals@islington.gov.uk



Request for Service Form

Islington Children’s Services, Disabled Children’s Service and Young People’s Social, Emotional and Mental Health

- Submit **non-urgent** referrals using this form. **Leave blank** any parts not known.
- Submit **urgent child protection referrals** by calling 020 7527 7400 first and then submit this form.
- If you don’t know if you should make a referral or if it is urgent, call 020 7527 7400 for a **“no names” consultation** with a social worker.

Part A

1. About the child/young person you are requesting service for

	Name:	Date of birth:	Gender:	Ethnicity:	School:
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Lynwen Jones: Assistant Head/Inclusion Lead/SENCo © February 2022



Gillespie Primary School

First Concerns (SEND)



Where a child appears to be behind expected levels or where a child’s progress gives cause for concern, practitioners should consider all the information about the child’s learning and development (SEN and disability code of practice). All the information will be brought together and considered with the child’s parents/carers following a monitoring period. Collectively a decision will be made as to whether or not this child should be added to the SEN register

This should include information about:

- the child’s learning and development, within and beyond the setting;
- practitioner observations, formal checks, any more detailed assessment, any specialist advice;
- progress in the prime areas: communication and language, physical development, social and emotional development (EYFS) or progress within the National curriculum

Name of pupil	Year group & Class teacher	Date
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Gathering Information: Key concern/s

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Observations

1 Date and context	
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2 Date and context	
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3 Date and context	
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Quality First Teaching

CT/LSA interventions	Outcomes
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Date submitted to SENCo

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