



Pastoral Offer

Pastoral Care is the provision given to all children to ensure their physical and emotional wellbeing.

However, as a school we recognise that, at times, some pupils and families may be in need of further support. This Pastoral Offer aims to outline the initiatives we take at F&B to ensure all families thrive.

**Fawbert & Barnard
Infants' School**



Introducing...



DEXTER!



Hello, my name is Dexter. I am your IQM bear.

I was born on 28th September and my star sign is Libra. I am one of a set of triplets. I have travelled all the way from Ireland to your school which is a long, long way for little paws.

IQM has sent me to your school so that I can make new friends and have lots of fun and adventures with you.

I will be looked after by lots of different children, both in school & at home.

I like to spend time with children who are following the school values of **Respect** (*accepting yourself & others for who they are*), **Ambition** (*a desire to achieve your best*) & **Perseverance** (*to keep going in spite of obstacles*).

If I come home with you please send Mrs Potma (inco@fandb.herts.sch.uk) some photos of our adventures together, so they can be added to my special travel journal & I can let my IQM family know about everything I have been up to.

F&B

[Click here to see Dexter's latest adventures at F&B!](#)



Pastoral Offer

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Pastoral School Overview

An overview of Pastoral Support

Pastoral Support at F&B is offered on a spectrum ranging from light-touch check ins with a pupil, parent or family, to providing guidance and support surrounding wider home life areas including housing, clothing and food.

The way in which this support is arrived at is dependent on the individual circumstances. Sometimes this will involve professionals from school, and on other occasions outside agencies and local services (medical, NHS, SEN, Children's Services) may be sought.

When considering statistical data relating to vulnerable groups, the school presents with a lower profile than the national average.

| <u>Area</u> | <u>F&B</u> | <u>National</u> |
|---|-----------------------------|--------------------------------|
| SEN Register | 11.3% | 19.6% |
| Education Health and Care Plans | 4.2% | 5.3% |
| English as an Additional Language | 8.5% | 20.2% |
| Children in receipt of Pupil Premium | 6.6% | 25.7% |
| Children on the SEN Register also in receipt of PPG | 25% | 34.3% |
| Children on the SEN Register who are also EAL | 0% | 15.8% |
| Children in receipt of Speech & Language Therapy | 4% (4-% of SEN Register) | N/A |
| Young Carers | 0.5% | 0.6% (for primary & secondary) |

However, the concept of 'Pastoral Support' identifies support for individual pupils and families who may not meet thresholds to place them within local or national data, but still require some level of early help, support or intervention in order to thrive.

Children / Families in receipt of Pastoral Support currently accounts for 30% of pupils at F&B.

Pastoral Responsibilities

All staff members at F&B are able to offer Pastoral Support, however the following members have additional responsibilities:

Mr Lee Wells Head Teacher

- Whole school strategic lead.
- Whole school accountability including Pastoral.
- Designated Safeguarding Lead.



Mrs Joanne Brooker Deputy Head Teacher

- School lead for Safe Space Counselling.
- Deputy Designated Safeguarding Lead.
- Families First Practitioner.
- Mental Health & Wellbeing Practitioner.



Mrs Esther Potma Inclusion Lead

- Strategic Lead for Inclusion including Pastoral.
- SENCo
- Families First Practitioner.
- Designated Teacher for Children Looked After.
- Mental Health & Wellbeing Lead.
- PSHE (including statutory RSHE) Lead.
- Mental Health & Wellbeing Practitioner.
- Children and Young Person's Counsellor.



Pastoral Responsibilities

Inclusion Learning Support Assistants

In addition to the teachers, F&B is also fortunate to have a wonderful team of Inclusion Learning Support Assistants.

These members of staff are deployed across the school, based on the needs of individual children.

At F&B we do not have any one member of staff who is solely responsible for an individual child (what has previously been referred to as 1:1), but instead a team that can reach across the school in a variety of ways. We refer to this support as 'Support for Safety' and 'Support for Learning', depending on the needs of the individual child.

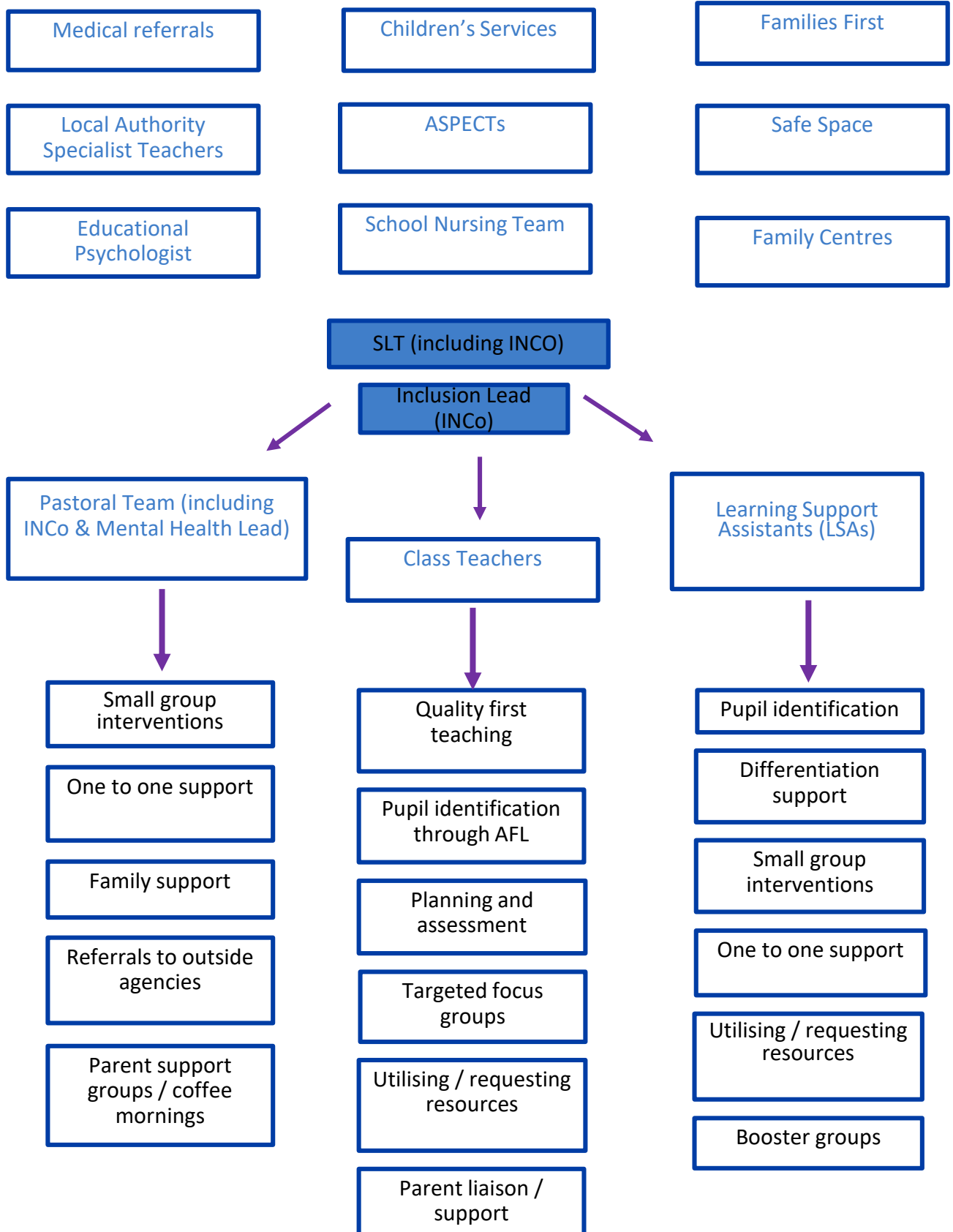
External Professionals

In addition to contracted staff members, F&B also has a range of Professionals who it works regularly with to offer support for families:

- Counselling with Mrs Potma (school funded)
- Speech & Language Therapist (school funded)
- Advisory Teachers (ISL SEND Specialist Advice & Support Service)
- Emotional Wellbeing & Behaviour Team (Herts Local Authority)
- School Nursing Team (Hertfordshire Community NHS Trust)
- Outreach Team (Amwell View School)
- Behaviour Outreach (Rivers)
- Families First
- Family Support Team (East Herts FCS)
- Children & Young People's Practitioners (NHS)
- PNI (physiological and neurological impairment team (DSPL))

Advice from additional and specific agencies are sought on a case by case basis.

Inclusion Structure



Pastoral Register

What is the Pastoral Register?

The Pastoral Register is a centralised document used by the Inclusion Team and Senior Leadership Team (SLT) to track and monitor some of our most vulnerable children.

It is similar to the SEN register in that children can be added or removed to the list throughout their school journey.

Any child who is in receipt of Pastoral Support (either through direct intervention or through support for the family) is automatically added to the Pastoral Register.

A family will always be aware that they are receiving Pastoral Support that is **in addition to** the usual school provision.

The decision to offer Pastoral Support to a pupil or family is a whole school one. Information is gathered from the pupil, family, classroom staff, Inclusion Team and Leadership Team to obtain a whole child view.

Once part of the register, children will not be removed until a prolonged period has past without support being required.

Children may be in receipt of Pastoral Support for a variety of reasons. These can include:

- Parent support for general home / school communication (For example supporting families with lower levels of literacy to ensure they can effectively access school letters and correspondence);
- Behaviour difficulties at home and / or at school;
- Family poverty (e.g. extra help with school uniform, school trips – this may be separate from Pupil Premium due to individual circumstances);
- Support with Attendance and Punctuality;
- Help for families who have previously been in receipt of support from Children's Services;
- Children who are registered, or acting as, Young Carers;
- Support for families where a member of the family is suffering from a mental health or physical illness;
- Families who are undergoing a Families First Assessment or in receipt of Team Around the Family Support;
- Help and support for families going through a transitional period (a family separation, bereavement, illness or any change of circumstances that may negatively impact the home life).

Pastoral Register

What does this mean for F&B?

For a variety of reasons, some children do not have access to the support and opportunities that they require in order to thrive, and have not built the firm foundations that we know are vital for a successful educational journey. At times this can result in an attainment gap before a pupil has even started their journey.

Common Early Help that is offered to our pupils and families:

1. Protective Behaviours – Discovering how to keep ourselves and those around us safe;
2. Language Development - Building a rich and varied vocabulary, including families for whom English is not their first language;
3. Support and guidance on accessing health care services including GP and Children’s Centre referrals;
4. Chances to share ideas, thoughts and feelings through play, games and structured conversations;
5. Support to establish routines and boundaries within the home;
6. Learning to celebrate and respect our differences rather than seeing them as something to be ashamed of;
7. Developing greater understanding of anxiety and how this presents in a variety of ways;
8. Developing understanding of the concept of self regulation and the stages of child development;
9. Understanding the difference between right and wrong, boundaries, choices and consequences
10. Social etiquette and manners;
11. Team building and trust within our own abilities as well as those around us;
12. Developing self-esteem (instilling self-worth and self-belief so that children can unlock their true potential);
13. Raising aspirations through high expectations;
14. Supporting parents in understanding how to best support their child(ren) academically, socially and / or emotionally.
15. Support in relation to housing and accommodation.

3 Year Action Plan 2025 - 2028

What is our long term plan?

What we currently do:

- Have a clear established process with regards to safeguarding and child protection;
- Have an established and dedicated pastoral team;
- Have a Speech and Language Therapist working on site one day a week;
- Have a Counsellor working on site one day a week;
- Have a member of school staff working as a Counsellor on site one day a week;
- Have an established support network of local services we are able to access (as detailed on Page 4);
- Have clear structures and processes embedded across the school for the different levels of support offered under the Inclusion remit;
- Have an effective attendance policy and processes in place to support poor attendance;
- Have highly positive established relationships with many of our families who are most in need.
- Have clear differentiation between support provided under the Pastoral Register and the SEND Register;
- Know our families – F&B is a community. We are all here for each other.

What we are developing:

Over the course of the school's next developmental stage, our aim is to focus on the following areas to enhance our Pastoral Offer even further;

- Continue to increase parental engagement through implementing pastoral coffee mornings and support sessions;
- Further targeted and enhanced Pastoral CPD for all staff to create more targeted support groups;
- Further targeted parental workshops focusing on a specific area under the Pastoral Support Remit (self regulation, anxiety, sleep, protective behaviours etc.)
- Improved monitoring and tracking of all children on the Pastoral Register - looking at the child as a whole using data from a range of sources;
- Development of further lunchtime clubs to support our most vulnerable children during unstructured times;
- Further development of our whole school Mental Health Offer.

Pastoral Areas of Need

Throughout their life all children will at some point be in need of further emotional support.

The experience leading to the need for this support may manifest itself in a variety of ways.

The below areas are the most common ones at F&B for which pupils and families require support.

Behaviour

Attachment

Relationships

Attendance

Family Needs

**Adverse
Childhood
Traumas
(ACEs)**

**Bereavement
and Loss**

Attendance

**Mental Health
& Wellbeing**

**Belonging and
sense of self**

Environment

Transition

There may be times, particularly relating to Social, Emotional and Mental Health Needs, when a child's Pastoral Need is impacting them significantly enough that this then transfers to an SEND need, at which point the school's SEND and Inclusion Offer would be referred to.

Pastoral Support Ladder

Stage 1 - Concern Raised

If you have a concern that you feel the Pastoral Team can support you with, please speak to your child's Class Teacher in the first instance. They will then share this with the Inclusion Lead and arrange appropriate next steps. Pastoral concerns raised by parents / carers via call or email will be triaged by the relevant staff member.

Once a concern or observation has been raised, a member of the team may contact you for further background. They may also observe your child and collect further information (directly through observation and indirectly through feedback from key members of staff).

A concern may be resolved immediately through a specific action (e.g. a lunchtime problem that has been addressed and is no longer of concern), or may be monitored and given a review date (e.g. low level behaviour concerns where a set time is agreed to monitor any actions implemented).

A member of the team will feedback (this may be the child's class teacher or the Inclusion Lead, depending on the next steps). All of this information is added to a child's Pastoral Support Record.

Stage 2 – Stage 1 not resolved following review

If a concern is more long term, further support may be needed from the Pastoral Team. This support could be further observations, daily check-ins with the child, break time support if needed or additional support within class. This may include alternative approaches to behaviour support.

Stage 3 - Further school support is required

If strategies have been tried within Stage 2 and are not meeting the child's need, further pastoral support may be required. This could include progress meetings with the class teacher and parent / carer to ensure everyone is in agreement with the action required. The support in Stage 3 may take a more intensive approach (structured interventions etc.)

Stage 4 - School support alongside outside agency support is required

After several periods of implementation, monitoring and support, a child may need further higher level of support. If this is the case, the Inclusion Lead or member of the SLT would join the team surrounding the pupil to provide further support. Progress meetings with the team will continue and actions agreed. The Inclusion Lead may then refer out for additional support. This could include support from an NHS service such as the school nursing team, a Parental Outreach Worker or Family Support Worker at the children's centre, ASPECTs, or safe space counselling. A Support Plan may also be created to ensure all adults who come into contact with the child are supporting them in the same way.

Please note, at any point, the decision may be taken to move the pupil to Stage 4 if further information is shared from other sources or if behaviour / concern continues to escalate. Parents will always be informed of this.

Behaviour Difficulties

Over the course of a child's time within school, they may experience behaviour difficulties. These difficulties can be for a brief period or can be prolonged over many years.

There can be for a variety of reasons for changes in behaviour, including:

- Difficulties in regulating and understanding emotions;
- Changes in hormones during puberty or growth spurts;
- Economic difficulties such as child poverty;
- Environmental factors;
- Social causes such as bullying or struggling to fit into a particular social group or experiencing feelings of peer pressure;
- Underlying medical conditions;
- Traumatic events;
- Bereavements and loss.
- Periods of high anxiety for any given reason.

In order to support behaviour, we first of all need to look at the possible reasoning behind it. This can be done through conversations with the child, parents or carers, siblings and friends alongside observations and analysis of patterns. Once we have a better understanding behind the causes of behaviour, we can then decide on a path of support.

At F&B we adopted a therapeutic approach to behaviour, in line with Hertfordshire Therapeutic Thinking. Therapeutic Thinking is a therapeutic approach to positive behaviour management, based on the following principles:

- Shared focus on inclusion of all children and young people within their educational setting;
- A shared set of values and beliefs;
- Open and shared communication;
- A shared commitment to diversion and de-escalation;
- Shared risk management;
- Shared reparation, reflection and restoration.

At F&B we acknowledge that all behaviour is a form of communication. We work to describe a child's behaviour using unemotional, non judgemental language in order to identify the most effective strategies to support them.

If a child's behaviour continues to regularly impact their, and others, access to learning, then they may be placed on a Behaviour Support Plan. The provision within this plan is shared with parents in a collaborative process to find the best way to support the child through this transition.

Mental Health and Wellbeing

Mental Health is 'The capacity to live a full, productive life as well as the flexibility to deal with its ups and downs. In children and young people it is especially about the capacity to learn, enjoy friendships, to meet challenges, to develop talents and capabilities' (Young Minds).

Certain events can trigger an episode of mental ill health in a child. This episode may be brief, prolonged or reoccurring. It is our job to support pupils with finding the right tools that work for them during this time.

When referring to mental health, **language matters**, and there is huge importance placed on using the right words.



Mental Disorder / Illness: The brain is not functioning as it should, which has a significant impact on Mental Health. This happens to 1 in 4 people at some point, and requires diagnosis and treatment by a mental health professional.

Mental Health Problem: Normal brain response to severe or persistent life problem, for example bereavement or bullying. This happens to everyone many times in their life. People may require support but not treatment.

Mental Distress: Normal brain response to everyday stresses, for example exams, relationships. This happens to everyone, every day, and helps us learn how to cope and build resilience. This does not require treatment.

Mental Health and Wellbeing

At F&B, as part of the Pastoral Offer, we categorise Mental Health and Wellbeing into three waves:

To support Social, Emotional & Mental Health Needs



Family Needs



Families First is the term used in Hertfordshire for services that work together to support families who need extra help. These are also known as early help services.

Families First aims to empower families in order to prevent issues from getting worse or reoccurring.

Families first is able to help with issues such as:

- Parenting;
- Mental and physical health problems;
- Drug or alcohol dependency;
- Domestic abuse;
- School related concerns including attendance;
- Debt problems;
- Risk of homelessness.

In order to receive support via Families First, a Families First Assessment is undertaken to obtain a snap shot of your family's current circumstances and support needs, and past events that may have impacted on your lives. **At F&B Mrs Potma and Mrs Brooker** are the designated Families First Practitioners.

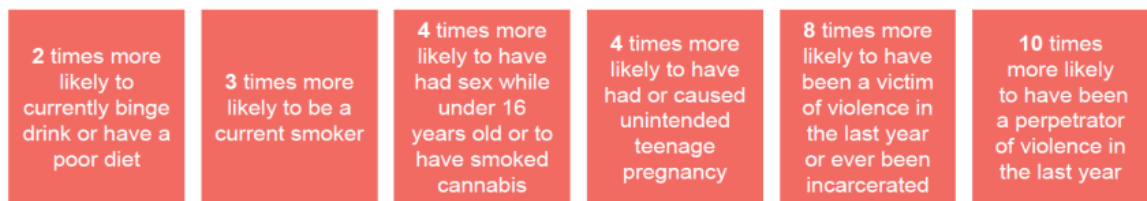
After completing an assessment, a **Team Around the Family** meeting will take place where any professionals who may be able to help will come together alongside you and discuss your family needs and any outcomes you would like to achieve. An action plan is created and the process repeated until you feel support is no longer needed.

Adverse Childhood Experiences (ACEs)

Adverse Childhood Experiences (ACEs) are “highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person’s safety, security, trust or bodily integrity.” (Young Minds, 2018).

In recent studies it was found that 47% of people have experienced at least one ACE, with 9% of the population having 4+ ACEs.

Compared with people with no ACEs, those with 4+ ACEs are:



Preventing ACEs in future generations could reduce levels of:



Most children will experience some form of trauma during their childhood but the way a parent or carer responds to their child during this time can impact on how the child may deal with a similar trauma in the future. If we have experienced a relationship with a parent or carer which has been positive, we will develop a positive template for other relationships as well as positive feelings about ourselves and others. But sometimes how children are cared for is not so positive, for various reasons, and this can make it harder for people to make and maintain positive relationships in the future, manage their feelings and behaviour, or feel good about themselves or others.

There may be times where ACEs fall under the remit of Child Protection (abuse, neglect), however this is not always the case.

Curriculum Accessibility

At F&B we focus greatly on the concept of Provision - ensuring our Provision is of the highest quality so that interventions do not need to take place as often, unless for specified and individualised reasons.

To ensure parents are aware of everything that takes place within school, and the classroom, on a daily basis, we have created the Curriculum Accessibility Offer.

[The full version can be found here:](#)

Curriculum Accessibility – Early Years Foundation Stage (EYFS)

F&B

All pupils:

- access a curriculum designed by subject leaders, and adapted by class teachers, that is appropriate for all, but is also meaningful, challenging & ambitious.
- are provided a range of multi-sensory activities and supports (including widget) to engage them and allow them to effectively communicate their understanding and demonstrate their skills.
- are closely monitored and supported pastorally to ensure their mental health & emotional wellbeing is prioritised.
- are positioned during adult-led activities based on learning needs (visual and auditory, focus and concentration).
- record work in a variety of ways, both verbally and written allowing access to the curriculum through multi-sensory learning.
- are supported with their behaviour choices in a positive environment, using restorative consequences so that pupils can reflect and be supported to be their very best.
- receive cyclical AfL feedback during learning times that results in misconceptions being addressed immediately.

Some pupils:

- access adapted equipment and aids to support learning.
- receive modified tasks that take into consideration their individual learning barriers.
- have carefully considered groupings that allow for greater focus alongside their peers, and ensure they witness role models for positive behaviour for learning.
- receive additional scaffolding or chunking of instructions from adults to be able to complete activities, with language broken down for accessibility.
- use manipulatives more frequently, making concepts more concrete and visual.
- use writing scaffolds to encourage attempts at early writing.
- access additional activities to support fine and gross motor development.
- receive targeted questioning in relation to their personal learning needs, in order to encourage engagement during adult-led activities.
- have additional 'check ins' with an adult focusing on

Specific pupils:

- have individual provision plans with long term learning outcomes and carefully planned incremental targets that build towards achieving desired outcomes.
- follow a bespoke curriculum that meets cognitive and specific learning needs whilst taking into account chronological age.
- follow a personalised timetable that takes account of their individual learning needs (movement breaks, interventions, sensory diets) and the environments they learn best in.
- have curriculum adaptations to allow for engagement through pupil interests (personalised learning activities with a context that engages the individual).
- receive additional support in learning and transitional times from an adult who is attuned to their individual pastoral, emotional and learning needs.
- participate in long-running interventions to support challenges around language and communication, working memory and vocabulary.
- are supported by specialist teachers or professionals to ensure full engagement with the curriculum and school day.
- staff that have a thorough understanding and expertise of specific barriers to learning.

Curriculum Accessibility – Key Stage One (KS1)

F&B

All pupils (in all subjects):

- access a curriculum designed by subject leaders, and adapted by class teachers, that is appropriate for all, but is also meaningful, challenging & ambitious.
- are provided a range of multi-sensory activities and supports (including widget) to engage them and allow them to effectively communicate their understanding and demonstrate their skills.
- are closely monitored and supported pastorally to ensure their mental health & emotional wellbeing is prioritised.
- are positioned during adult-led activities based on learning needs (visual and auditory, focus and concentration).
- record work in a variety of ways, both verbally and written allowing access to the curriculum through multi-sensory learning.
- are supported with their behaviour choices in a positive environment, using restorative consequences so that pupils can reflect and be supported to be their very best.
- receive carefully considered AfL feedback during learning times.

Some pupils:

- Access adapted equipment and aids to support learning.
- receive modified tasks that take into consideration their individual learning barriers.
- have carefully considered groupings that allow for greater focus alongside their peers, and ensure they witness role models for positive behaviour for learning.
- receive additional scaffolding or chunking of instructions from adults to be able to complete activities, with language broken down for accessibility.
- use manipulatives more frequently, making concepts more concrete and visual.
- use writing scaffolds to encourage attempts at early writing.
- access additional activities to support fine and gross motor development.
- receive targeted questioning in relation to their personal learning needs, in order to encourage engagement during adult-led activities.
- have additional 'check ins' with an adult focusing on their emotional wellbeing.
- Receive after school tutoring focusing on areas of development.

Specific pupils (in all subjects):

- have individual provision plans with long term learning outcomes and carefully planned incremental targets that build towards achieving desired outcomes.
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- follow a personalised timetable that takes account of their individual learning needs (movement breaks, interventions, sensory diets) and the environments they learn best in.
- have curriculum adaptations to allow for engagement through pupil interests (personalised learning activities with a context that engages the individual).
- receive additional support in learning and transitional times from an adult who is attuned to their individual pastoral, emotional and learning needs.
- participate in long-running interventions to support challenges around language and communication, working memory and vocabulary.
- are supported by specialist teachers or professionals to ensure full engagement with the curriculum and school day.
- staff that have a thorough understanding and expertise of specific barriers to learning.
- have timetabled adult support – 'an adult for safety' or 'an adult for learning support'

Curriculum Accessibility

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Curriculum Accessibility by presenting need (Reasonable Adjustments for all)

F&B

General

- Targeted staff training
- Whole school understanding of Neurodiversity
- Bespoke approach – no one-size-fits-all
- Policies inclusive of those with SEND
- Understanding of different communication styles supported by school Speech & Language Therapist
- Additional adult support based on need.
- Counselling
- Whole school emotional literacy focus
- Hessian display boards
- Parent Support – Workshops
- Pastoral Offer
- Zones of Regulation

SEMH

- Check ins
- Carefully considered groupings
- Specific rules
- Support with boundaries
- Self Image Profile to build self esteem
- Learn & Thrive Intervention
- Pastoral Offer
- Wellbeing Library
- Clear and explicit expectations for behaviour

Visual Impairment

- Use of contrasting colour equipment.
- Use of tactile resources
- Read aloud as writing
- Avoid standing in front of windows and avoid shiny surfaces.
- Specialist equipment such as sound balls.
- Regular audit of classroom environments (clutter free).
- Bold colour markings in outdoor and transitional spaces (yellow steps, EYFS area).
- Support for colour mixing and colour specific sessions.
- Well lit areas
- High contrast (e.g. dark text on light background).
- Use of audio books and e books.

Physical (incl. Gross & Fine Motor)

- Use of specific equipment: easy grip bats, malleable balls and beanbags. Sloping boards, pencil grips.
- Theraputty
- Adapted eating support
- Adjustable desk height
- Use of technology
- Use of ramps
- Provision of quiet space/ place to rest
- Attach paper to desk with masking tape
- Left & right handed pupils consideration
- Mark the starting point for each line / word (yellow highlighter)

Cognition and Learning

- RWI Tutoring Intervention
- Essentials Maths Interventions
- Colourful Semantics
- Hearing and vision checks
- Multi sensory teaching
- Montessori English and Maths
- Word mats / widget mats
- Desk aids (alphabet strips, number lines)
- Explicit teaching of strategy (e.g. sorting, organising, solving)
- Pre warning if ch are put on the spot
- Consideration of level of difficulty of any text
- Links to prior learning explicit
- Alternative ways to demonstrate understanding – voice recorders, diagrams, mind maps
- Every opportunity to encourage self correction
- Visual timetables
- Developmentally appropriate activities.

Curriculum Accessibility by presenting need (Reasonable Adjustments for all)

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- Every opportunity to encourage self correction
- Visual timetables
- Developmentally appropriate activities.

Provision and Interventions

The needs of some children may not always require a daily or weekly monitored additional session. At F&B we focus on two words: **Provision vs Intervention**.

Provision is an adaptation made to support a child. It is provided through a targeted approach, however may not have a pre determined entry and exit criteria or start and end time. Provision is monitored in a variety of ways using written and photographic evidence and verbal feedback. **Provision offered to all children through reasonable adjustments is outlined in our Curriculum Accessibility Offer.**

An **Intervention** has a clear learning objective for every session, with detailed tracking and monitoring in order to show progress from a pre determined entry and exit point. Interventions are monitored using intervention tracker sheets (see Page 25).

Pupil Voice is at the heart of everything offered as part of Pastoral Support and is recorded in a variety of formal and informal ways throughout the process.

Examples of Pastoral Provision:

- Check Ins;
- Explorative conversations following significant events (e.g. playground disagreement);
- Spending time in class or an additional safe space at lunch time;
- Additional reading opportunities;
- Use of sensory or calming toys;
- Attendance at mindful club (this can also be an intervention for identified children);
- Monitoring and promoting positive friendships;
- Additional transitional arrangements (e.g. extra visits to Junior School or new class).

Examples of Pastoral Interventions:

- Lego Club;
- Zones of Regulation;
- Protective Behaviours;
- Learn and Thrive;
- Counselling with Mrs Potma;

The next few pages outline some of the provision and interventions that are regularly used at F&B. However, this list is not exhaustive and is dependent on the needs of the individual child.

Overview:

Lego Club



What is Lego Club?

Lego[®]-Based Therapy was developed by Dr Dan LeGoff in Honolulu around 15 years ago, after he observed how two children in his Autistic Spectrum Condition (ASC) clinic began spontaneously interacting whilst playing with Lego[®].

Lego[®]-Club is a class based intervention that runs for a minimum of 6 weeks. Sessions typically last for 30 minutes and are led by the classroom staff during a convenient time (weekly basis).

There have been a number of published research articles pertaining to Lego[®]-Based Therapy, many of which have found significant improvements in areas of:

- Sustaining social interactions
- Initiating conversation
- Aiding concentration

Overview:

Tailored Mental Health & Wellbeing Sessions



What are Tailored Mental Health & Wellbeing Sessions?

At F&B we are fortunate enough to have a member of staff, Mrs Potma, trained in Children and Young People's Counselling. As a result she offers play and activity based sessions on one afternoon each week, working with identified children.

Children work with Mrs Potma for lots of different reasons, including anxiety, bereavement, difficulties focusing, transitional difficulties and low self esteem. This bespoke, in school support, works collectively with pupils and their families to help them cope with difficult situations.

Mrs Potma devises a bespoke action plan for each child, which includes talking, creative work and play to support their individual needs.

There are significant benefits to these sessions, which include:

- Greater self awareness;
- Increase in ability to self regulate;
- Improved relationships;
- Greater academic achievement due to increased focus.

Often children find it challenging to tell us their thoughts, ideas and feelings and as a result their behaviour can be how they communicate need. Sessions such as this can be used effectively as an early intervention strategy to prevent the deterioration of a child's emotional health and wellbeing, providing them with the tools and strategies to cope more effectively.

The sessions last approximately 1 hour and Mrs Potma works with the child for a minimum of 6 weeks. The sessions are confidential, meaning neither school nor parents receive specific feedback. However, parents are invited in for an initial and final session and are provided with an overview of what work will be completed during the sessions.

Overview:

Protective Behaviours



What is Protective Behaviours?

Protective Behaviours provides a framework for personal safety, self-esteem, resilience and confidence building. It is an internal process where each person applies the ideas to their own experiences.

Protective Behaviours is based around **two key themes**:

Theme 1: We all have the right to feel safe all the time.

Theme 2: We can talk with someone about anything even if it's awful or small.

And **Seven Strategies**:

The language of safety – the glue of Protective Behaviours. Re-framing our language into an empowering format.

Risking on Purpose – choosing to take risk when the outcome may be what we want or need.

Network Review – constantly checking to ensure our networks are available and fit our needs.

Persistent – seeking help until we safe again.

One Step Removed – using a 'third person' approach for problem solving, to seek assistance.

Protective Interruption - any action we take to interrupt or halt any potential or actual unsafe situation.

Theme Reinforcement – reinforcing the two themes verbally, visually and by example.

Children take part in activities purposefully designed to explore the above themes and strategies, tailored to their own circumstances.

Overview:

Self Image Profile



What is a Self Image Profile?

The Self Image profile is a tool that aims to provide a sketch of a child's view of self and see if there are any vulnerabilities that we can support them with.

This can help us to plan for additional provision or interventions.

The self image profile consists of 24 questions. The first section is centred around positive self image, and the second around negative self image. There is also one question which looks at how the child sees themselves in relation to others.

The children mark in two colours. The first colour is where they **think they are**. The second colour is **where they would like to be**.

By completing in two different ways this provides an indication about their Self Esteem, as we can look at the discrepancies between where they are and where they would like to be.

The Self Image Profile is a completely individualised tool, which although has a general baseline, aims instead to give us an overview of the child's needs in relation to self.

This same toolkit is then repeated after a set period of time to see how the child has progressed.

Overview:

Learn and Thrive



What is Learn and Thrive?

Learn and Thrive is an intervention that enhances our SCARF PSHE lessons, and is aimed at children working below age related expectations, children with additional needs, or those children who struggle with their emotions.

Learn and Thrive is delivered through a sequence of lessons, with each lesson consisting of a video and supporting resources.

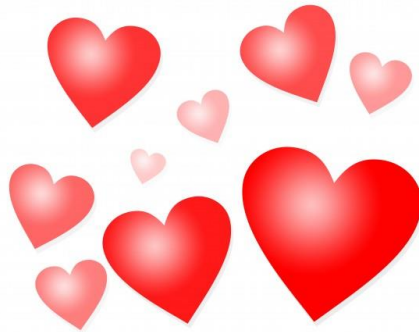
The sessions cover the following areas:

- Emotions
- Friendships
- Being Healthy
- Growing Up and Keeping Safe

Learn and Thrive is a flexible intervention, meaning adults choose the sessions for individual children based on their needs at that current moment in time.

Overview

Happy Hearts



Happy Hearts

Happy Hearts takes place at lunchtimes for Key Stage One children in the Summer Term, and is focused on transitions (transition to Year 2 or transition to Reedings Junior Year 3). .

It is aimed at children who staff have identified may find transitions a little trickier, or may require some further scaffolding to make these transitions positive.

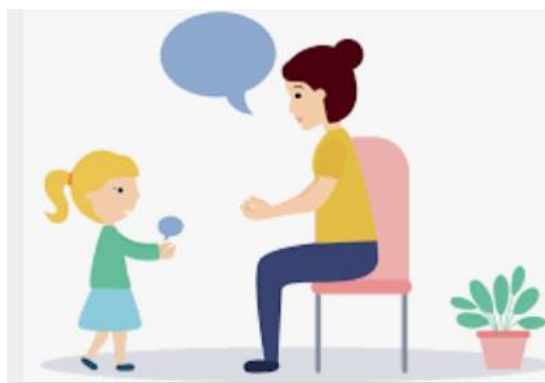
Happy Hearts is a way for an additional touching base with a child – adults can guide their conversations towards current events and situations in an informal environment.

During the 30 minute session children have access to a range of activities including mindful colouring and doodling, Lego and construction, mindful music, positive affirmations.

Happy Hearts is led by our school Mental Health Team who are trained in delivering approaches and strategies to support mindfulness in the classroom.

Overview:

Check Ins



What are Check Ins?

Check ins are an individually tailored way of providing support for children who may be in need of a little extra reassurance at a given time.

Check Ins, dependent on the child, can take a variety of formats including:

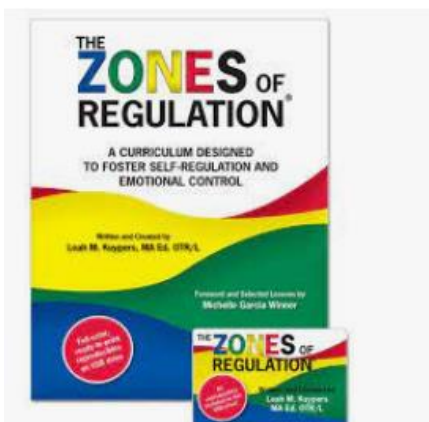
- A smile and extra 'hello, how is everything?' from a chosen adult during the course of the day;
- A 30 minute 1:1 session using drawing and creative activities to explore further topics in detail;
- 5 minutes at the start and end of every day (or other appropriate times) to 'touch base' with emotions with the support of an adult (for example completing a 'How am I feeling today?' sheet);
- Use of a coloured card that can be given to an adult to signal 'I want to talk to someone and it cannot wait';
- Extra 1:1 support in class for children who are facing specific challenges (bereavement, family separation, negative life event etc.).
- Sharing a sticker chart with a member of SLT at the end of each day;
- Going to a chosen adult for a 'catch up' or to share the days learning

Check Ins are often the first port of call for any concerns surrounding a child presenting with anxiety.

Check Ins are usually for a short, identified period of time. If needed for longer then a conversation would be had and a different approach to support would be considered.

Overview:

Zones of Regulation



What is Zones of Regulation?

Zones of Regulation is a whole school approach which teaches children scaffolded skills towards developing awareness of their feelings and emotions, giving them a wide range of tools and strategies for regulation, pro social skills and overall wellness.

Zones of Regulation teaches regulation by categorising the different ways we feel and the different states of alertness we experience into four concrete coloured zones, which can be compared to traffic lights:

Blue Zone (Sad – Bored – Tired – Sick)

Green Zone (Happy – Focused – Calm – Proud)

Yellow Zone (Worried – Frustrated – Silly – Excited)

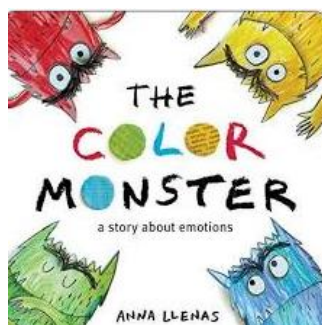
Red Zone (Overjoyed / Elated – Panicked – Angry – Terrified).

The focus is on developing a universal language of emotion that all children can access.

At times some children may benefit from further structured sessions based around Zones of Regulation. These are tailored to a child's individual need following each session, based on activities that have proven links to support the emotions within each 'zone'.

Overview:

Emotions Support



What is Emotion Support?

Emotion Support at F&B is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience (Gvottman, 1997).

We approach Emotion Support in two ways:

Firstly, using moments of heightened emotion and resulting behaviour to guide and teach children about how to effectively manage their responses. The focus is on the child's emotional state and acknowledging and validating this, promoting sense of security and feeling 'felt'.

Secondly, on using moments of well regulated emotions to support pupils with understanding their emotions further – particularly around what specific emotions what look and feel like for them.

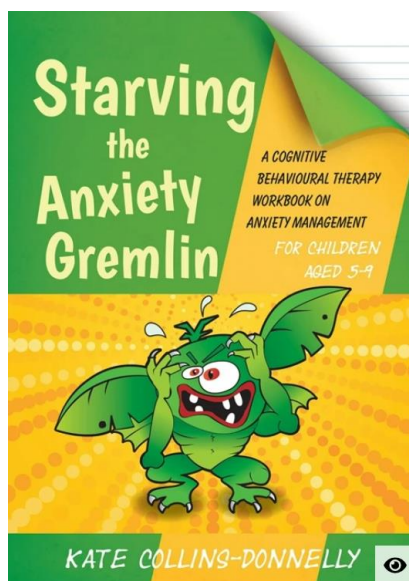
Ultimately, emotions work is around identifying and acknowledging how a child is feeling. Often, this is not possible during a heightened state of emotion, so a child is given time to express their emotions, and then takes part in a conversation later on to 'unpick' the emotions felt and behaviours that arose as a result of these emotions (sometimes up to 24 hours later).

Support for emotions can take place in group session, where emotions are explored using a variety of strategies and games. For individuals, emotion support is highly responsive to the presenting need and behaviours displayed and therefore is not structured to a set time but rather takes place as required.

For younger year groups, emotion coaching is often based around the story of 'The Colour Monster' – this is the stage before the introduction of Zones of Regulation.

Overview:

Starving the Anxiety Gremlin



What is Starving the Anxiety Gremlin?

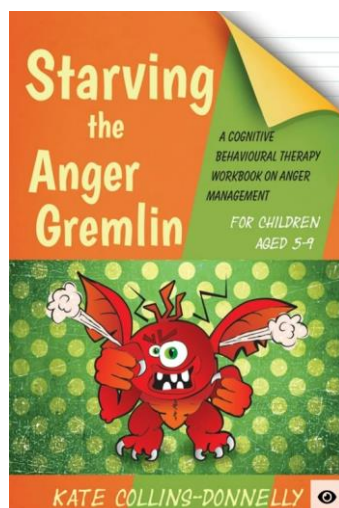
This scheme is to help children to understand and manage their anxieties and worries through a fun and imaginative workbook.

The Anxiety Gremlin is a mischievous creature who loves to gobble up your anxious feelings! The more anxiety you feed him, the bigger and bigger he gets and the more and more anxious you feel! Starve your Anxiety Gremlin of anxious thoughts, feelings and behaviours, and watch him shrink!

Based on cognitive behavioural principles, this workbook uses fun and imaginative activities to teach children how to manage their anxiety by changing how they think and act – getting rid of their Anxiety Gremlins for good! Bursting with stories, puzzles, quizzes, and colouring, drawing and writing games, this is a unique tool for parents or practitioners to use with children aged 5 to 9 years.

Overview:

Starving the Anger Gremlin



What is Starving the Anger Gremlin?

This scheme is to help children to understand and manage their anger through a fun and imaginative workbook.

The Anger Gremlin is a naughty creature and his favourite food is your anger! The more anger you feed him, the bigger and bigger he gets and the angrier and angrier you feel! How can you stop this? Starve the Anger Gremlin of angry thoughts, feelings and behaviours, and watch him disappear!

Based on cognitive behavioural principles, this workbook uses fun and engaging activities to teach children how to manage their anger by changing how they think and act – getting rid of their Anger Gremlins for good! Packed full of stories, puzzles, quizzes, and colouring, drawing and writing games, this is an excellent resource for parents or practitioners to use with children aged 5 to 9 years.

This scheme can be referred to in class by the class team, or can be completed as part of a pastoral intervention.

Overview:

Bucket Time



What is Bucket Time?

Bucket Time is derived from Attention Autism - a learning approach created by Speech & Language Therapist Gina Davies, which aims to develop natural and spontaneous communication skills in children through the use of visually based and highly motivating activities.

A bucket (or bag / box!) full of motivating and exciting things that will be of high interest to a child. The adult with the bucket demonstrates one toy at a time in front of the child (e.g. winding up a toy snake and watching it move). The reward is intrinsic to the activity – e.g. the enjoyment of watching the snake move. Gradually you aim to build up the length of time spent on the attention bucket.

At F&B we use Bucket time to:

- Engage attention (individual or whole class);
- Improve joint attention;
- Develop shared enjoyment in group activities;
- Increase attention in adult-led activities;
- Increase non verbal and verbal communication through commentary;
- Build a wealth and depth of vocabulary.

Bucket Time is often used as a whole class starter to engage all children before beginning an activity.

Overview:

Sensory Profile Toolkit



What is the Sensory Profile Toolkit?

The Sensory Profile Toolkit aims to give an indication of a child's sensory preferences, allowing us to understand which sensory system they may be having difficulty with. This is not a diagnostic tool.

The information obtained from the Sensory Profile Toolkit allows us to ensure we have the right strategies, relevant to the sensory system and level of responsiveness for that sense, in place for individual children.

The Sensory Profile is used to inform curriculum accessibility, through provision including Sensory Diets, Sensory Circuits and reasonable classroom adjustments.

The Sensory Profile explores the following areas:

- Tactile: Touch
- Visual
- Auditory
- Olfactory (Smell & Taste)
- Vestibular (the sense that detects motion, gravitational pull, space, speed & the direction of movement)
- Proprioception (enables our limbs to move into the right position, at the right speed, with the right amount of force required for the activity).
- Interoception (the awareness of feelings within the body including temperature, pain, need for the toilet, hunger and thirst).

Overview:

Sensory Circuits



What are Sensory Circuits?

Sensory Circuits use sensory based movement activities which prepare children and young people for the day's learning and help them to achieve the 'just right' level of alertness they need to concentrate.

They are made up of around 10 minutes of activities to help with sensory regulation.

The aim of setting up a sensory circuit is to provide a way for children and young people to regularly receive a controlled sensory input.

Sensory Circuits follow 3 different stages:

Alerting – To provide vestibular and proprioceptive stimulation (prepare the brain for learning).

Organising – Activities that require motor sensory processing, balance and timing. The child needs to organise their body, plan their approach and do more than one thing at a time in a sequential order. These are skills that may increase focus and attention.

Calming – This ensures the child leaves the circuit feeling calm, centred and ready for the day.

Sensory Circuits are tailored to the needs of the individual child, following completion of a Sensory Profile.

Parent Workshops (Internal)

At F&B we offer regular 'Inclusion Workshops' for parents. As well as in person sessions, each workshop is recorded and uploaded to our website for you to access in your own time.

All of the recordings can be found [here](#).
The slides for the sessions and resources [here](#).

Speech, Language & Communication

- To understand the context of speech, language and communication within F&B.
- To know the expectations for typical primary talk.
- To understand the benefits to increasing a focus on language and communication in order to raise achievement.
- To now what we mean by speech, language and communication as individual words (the similarities and the differences).

Sensory Strategies to Support Everyday Routines

- To develop an understanding of how a child's senses can affect them;
- To feel confident in interpreting the need your child is displaying;
- To develop strategies to support sensory seeking behaviours'
- To build a bank of ideas that can be used during those 'My child won't' moments (my child won't eat that, my child won't wear that...)

Trauma and Attachment

- To increase confidence in support children when they are going through a loss, change or big life event.
- To understand how language can support children with feeling safe.
- To know where to go to access more support.
- To know what it means for F&B to be a trauma informed and attachment aware setting.

Self Regulation

- To understand how a child's ability (or inability) to regulate directly affects their behaviour.
- To know what we mean when we talk about 'self regulation' here at F&B.
- To give you confidence in supporting your child's emotions at home, including strategies for developing their self regulation and confidence.
- To sign post you to resources and services that can further support you.

Where can I access help? External

The Pastoral Team are always here to help and support our F&B Families, however we know that sometimes having those initial conversations isn't always easy.

The information on the following pages is aimed to be a starting point for advice for all families.

Please click on the relevant box to access the link.

Emotional & Mental Health

Bereavement

Counselling & Therapy

Parenting Course – East Herts

Parenting Courses - Online

Herts Young Carers

**Bezee Bodies
(Family Health Eating)**

**Apsects
(Family Support)**

Food Support

Debt & Money Advice incl. Benefits

Staying Healthy

Hertfordshire Family Centre Service

Self Referrals

Did you know that there are now lots of ways of self referring in order to access Early Help? All of the agencies below you can access free of charge as Hertfordshire Families.

Please click on the relevant box to access the specific referral form.

School Nursing Team

For support with promoting physical and mental health activities, specific parenting issues, emotional difficulties and coping with long term health conditions.

Aspects

Family breakdowns, anxiety, exam stress, friendship problems, behavioural difficulties.

Wellbeing Service (Adults Only)

Free and confidential talking therapy and practical support for concerns such as anxiety, low mood, stress and insomnia.

The Sandbox

An NHS funded service to support children and young people in Hertfordshire with their mental health and wellbeing. Offering a resource zone including parent guides and support documents on a wealth of mental health and wellbeing topics.

Children's Wellbeing Practitioners (CWP)

CWPs are trained to deliver manualised guided self help interventions for anxiety, low mood and behavioural difficulties. They also offer workshops on child emotional wellbeing and regulation, sleep difficulties, self esteem and school transition.

Approach to SEND

If children remain in receipt of Stage 4 Pastoral Support for an extended period of a time, a decision may be made to access further support via the SEND Register, usually under the primary need of Social, Emotional and Mental Health. Below is the approach to SEND at F&B.

Step 1: Child identified as potentially needing additional support

Reasons for this identification may be: not progressing in line with expected levels, failing to match or improve on previous rates of progress, a change in behaviour, a concern raised by an agency, information obtained from a previous setting, information presented by a parent or carer about their child's needs, information presented by the pupil's class teacher, observations by members of the teaching team.

Step 2: Conversation between home and school

Any concerns regarding a child's progress, attainment, behaviour or emotional wellbeing result in a conversation or meeting between home and school (instigated by either party), in order to voice concerns. At this meeting all involved will decide if the concern is to be formalised and further steps put in place, or if at that moment in time no further action is required. This meeting may be between the parent / carer and class teacher, however the Inclusion Lead or a member of senior leadership may be present also.

Step 3: Assess Plan Do Review

Depending on the level of need, the following steps will be taken:

Step 3A: In Class Monitoring (*Tier 2 Targeted*)

Class Teacher will follow the graduated approach (Assess-Plan-Do-Review) for the child's needs. The child will be monitored as part of the class provision map, with the teacher setting SMART targets.

Support as part of the Class Provision Map is still identified as the child working within their year group curriculum remit, but with further support with a particular concept(s) for a short period of time. *If after a set period these targets are not achieved, then a move to step 3B will be taken.*

Children who have targets on the class provision map may be on SEN monitoring.

Step 3B: Inclusion Monitoring (*Tier 3 Specialist*)

For children who need 'additional to' support that goes beyond the class provision map, an **Individual Learning Support Plan** will be put in place. This is a formalised plan, signed by the child, parent and key members of staff, identifying a series of SMART targets that are reviewed on a regular basis. As part of the Individual Learning Support Plan, the school may seek the advice of external agencies to provide information and guidance in order to best support the child's needs.

Children who have an Individual Learning Support Plan will be on the school SEN Register.

Step 4: EHCP (*Tier 3 Specialist*)

If after a period of support the child is continually not making adequate progress (expected for their individual circumstances), then the school, in agreement with the parents / carers, may request the local authority to make an Education, Health and Care needs assessment to decide whether it is necessary for provision to be made in accordance with an Education, Health and Care Plan (EHCP).

For an EHC needs assessment, the school is required to submit evidence to the local authority (Hertfordshire or Essex depending on the child's home address), and a judgement is made regarding whether the child's needs can continue to be met from the resources normally available to the school. If a child receives an EHC Plan, then the necessary provision is made for the specialist support needed. An EHC Plan is a legally binding document to ensure the child receives the provision laid out within their plan.

Step 5: EHCP Reviews

There is an annual review process for all children in receipt of an EHC Plan. This is the statutory process of looking at the needs and provision specified in an EHCP and deciding whether these need to change or remain. There is a clear structure that must be followed for the EHCP Review process.

In addition to:

The above is the formalised process for our approach to SEND. However, we operate an open door policy at all times, and will ensure that parents/ carers have access, either in person, via email or telephone, to both their child's class teacher and / or the Inclusion Leader should they have any specific SEND related questions.

Approach to SEND – Inclusion Offer

Further information about the school’s approach to SEND, including the whole school Inclusion Offer, can be found [here](#).

