



SME Provision at Swanlea School

Cultural shifts in attitudes to mental health in a school environment



Building a Multi-Disciplinary Team

- Draft Shadow Structures
- Focus change – moving to investing in leadership and specialist and bespoke commissioned services for direct work with pupils.
- Developing others, commissioning training for key staff, e.g. ‘Person Centred Reviews’ and ‘Effective Management for Integrated Working at Tier 2’.
- Embedding new and more effective systems for referral, intervention and monitoring.
- Ensuring a clear vision was shared and issued guidance for key staff to support them to understand and adapt to the change.
- Introducing person-centred TAC/ TAF, multi-agency approach to all aspects of pastoral working within the school.

Holistic Approach to Working

Multi-agency attendance at SSP meetings as appropriate

SENCo, Deputy SENCo's, LCO's, CP team, AWA, EP, SALT, CAMHS, school police officer, School Nurse, etc.

Use LBTH Family Wellbeing Model to decide on next steps

See appendix 1

Liaison with and guidance for key staff within school

Produce Early Help Assessments and assume role of Lead Practitioner

Attend professionals meetings and liaise with specialist outside agencies

e.g. AWA, EP, SLT, CAMHS, PRU, Social Care including FIP etc. Also, see appendix 2

Serve as Step Down Support to CP Lead

i.e. Offering ongoing support to a child removed from CP register to create greater support/capacity for Lisa.

Direct intervention with young people

- ✓ Pastoral Support Plans
- ✓ 1:1 mentoring
- ✓ Counselling – Commissioned from Step Forward
- ✓ Mindfulness Based Cognitive Therapy
- ✓ Lego Therapy
- ✓ Social Use of Language Support Groups – **SALT led or monitored***
- ✓ Advocacy
- ✓ Conflict resolution
- ✓ Mediation
- ✓ Group work
- ✓ Supporting reintegration
- ✓ Friends Programme – **EP led or monitored**
- ✓ Mental Health Champions Project Launch
- ✓ Quantitative assessment and reassessment to demonstrate progress

Fixed interval sampling, PiED, Socio-graphs, Boxhall Profiling, Pastoral Support Planning and Reviewing etc.

All Inclusion mentors have completed the EKLAN SALT Training.

What Provision can we Deliver as a Team?

Support and intervention for parents/carers

- ✓ Initiating and building relationships.
- ✓ Parent-child mediation.
- ✓ Attending parent forums
- ✓ Carrying out home visits
- ✓ Parenting advice and Support

What Provision can we Deliver as a Team?

Communication with & Support for Staff

- ✓ Sharing information to improve promote better understanding of pupils' needs e.g. PSP targets, Communication Passports, Profiles of Need, EHA Actions.
- ✓ Conflict resolution, (staff-student/ student-student/ groups of students)
- ✓ Attendance at SSP meetings to pick up referrals and feedback on actions/ interventions.

“Replacing BESD with social, mental and emotional health puts much greater emphasis on the underlying needs of young people and removes the emphasis on behaviour. Teachers and a school’s wider workforce will need support in understanding this new category and training on how to identify and support young people identified within this category of need.” NASEN

What Specialist Interventions can we Deliver as a Team?

- ✓ Speech and Language Support Groups – Sulp/ Subject Specific Vocabulary
- ✓ Somali Mentoring
- ✓ Smoking Cessation – groups or 1:1
- ✓ Bereavement – groups or 1:1
- ✓ Drug and Alcohol Awareness – groups or 1:1
- ✓ Sexual vulnerability – groups or 1:1
- ✓ Self Esteem, Friends Programme – groups or 1:1
- ✓ Social Skills – groups or 1:1
- ✓ Self Harm
- ✓ Eating Disorders
- ✓ Managing Adolescence (including hygiene)
- ✓ Managing anxiety – meditation

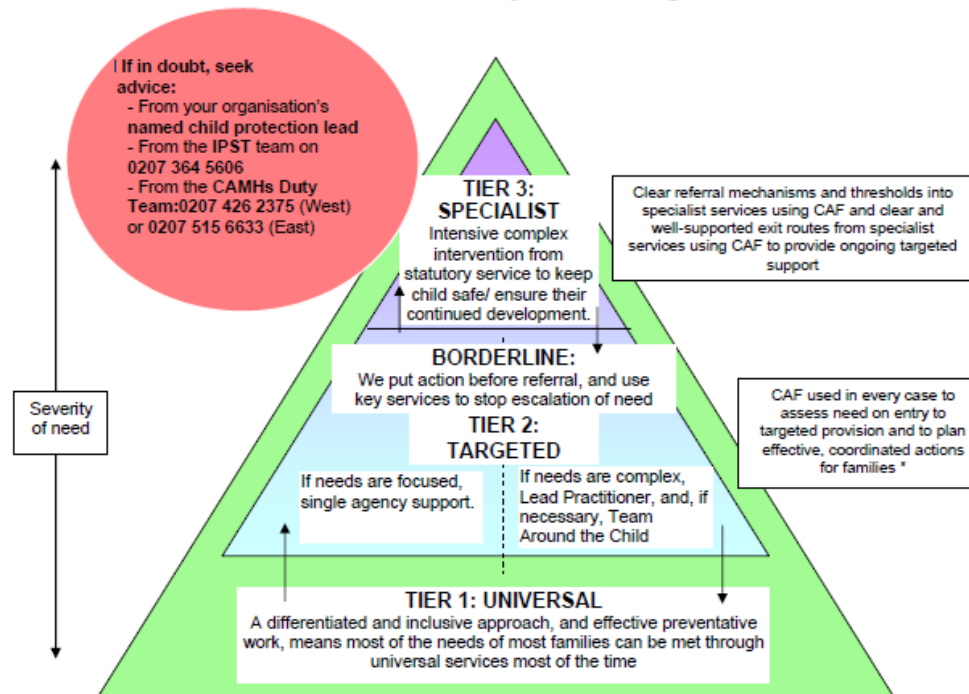
Evidencing Success

Headlines

- Exclusions have traditionally been high in our setting, as an inner-city London school, in 2013-14, we had the highest amount of exclusions in the LA
- Fixed term exclusions for 2015-16 are 80% lower than 2013-14 and also 38% lower than the last academic year
- Internal exclusion reduced by 24% in one year.
- Overall school attendance improved by 0.5% to 96.63% in one year.
- Fixed term exclusions have shown a marked downward trend since 2013-14's as a result of the development of robust new measures
- No pupil admitted under Hard to Place or Fair Access arrangements have been sent back to the FAP.

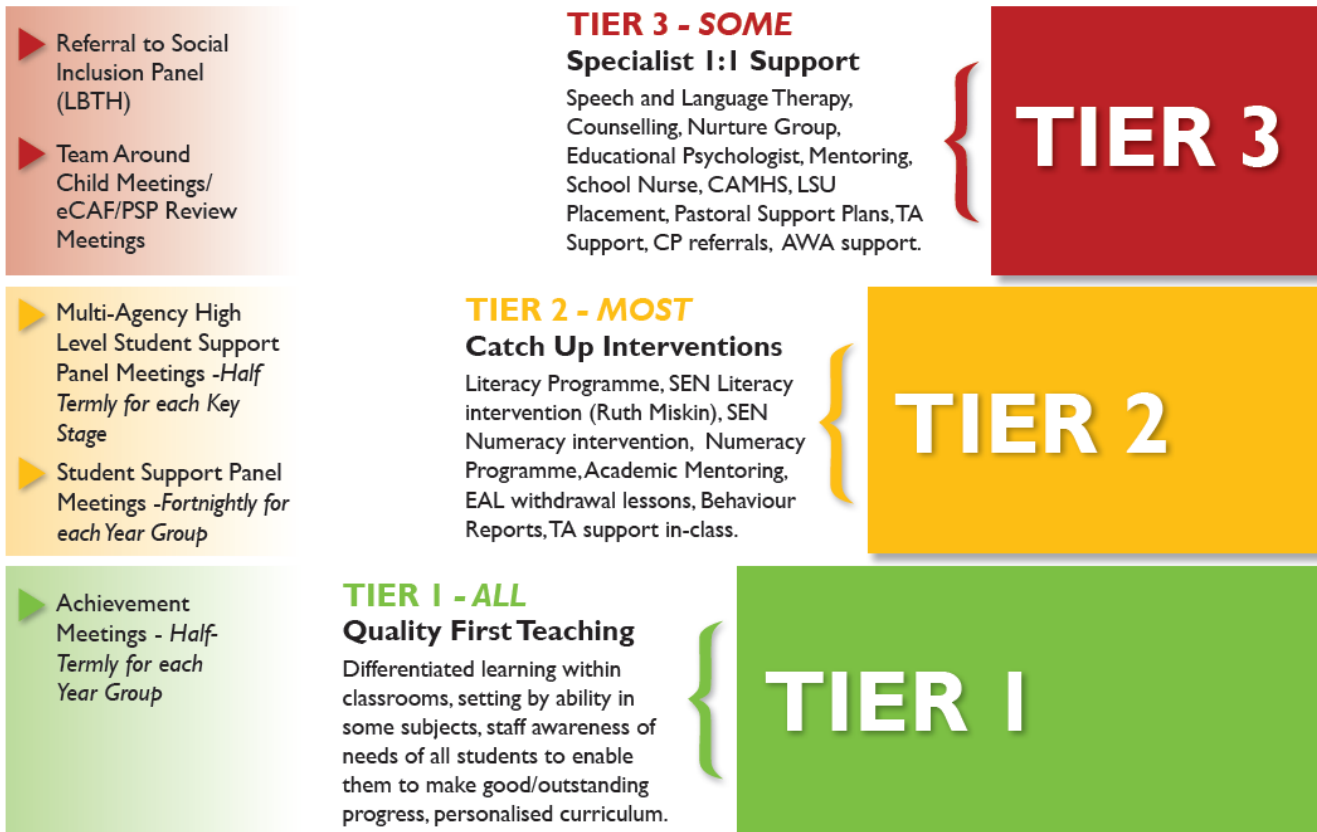
Appendix 1

Tower Hamlets Family Wellbeing Model

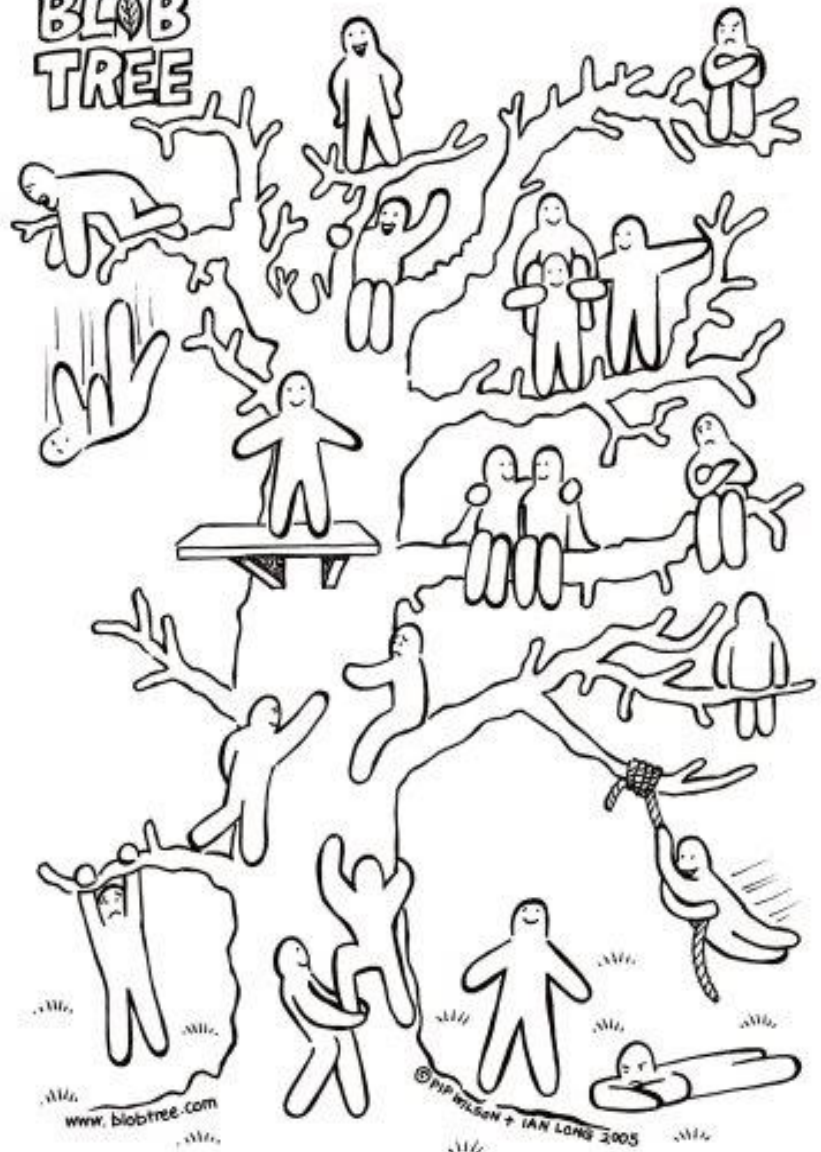


Appendix 2

INCLUSION PROVISION AT SWANLEA SCHOOL



BLOB TREE



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