



## Aston Fields Middle School

### Social, Emotional and Mental Health Pathway

Universal level: ordinarily available	
Actions	Resources
<ul style="list-style-type: none"><li>• We have a whole school ethos that is supportive of mental health and emotional wellbeing concerns</li><li>• RSHE/Mental Health spiral curriculum exists from year five through to year 8.</li><li>• Each pupil has a form tutor that is responsible for their well-being and pastoral care. Each child will have the opportunity to have a one to one discussion with them over a term. If staff are aware of a concern this may be more frequent.</li><li>• Staff are trained to recognise mental health concerns and pupils are always encouraged to find an adult they trust to discuss any problems or concerns they may have.</li><li>• Heads of Year will be kept informed by class teachers of pupils concerns so that any escalation of support can happen quickly and efficiently.</li><li>• A half termly pastoral meeting, including Heads of School, Assistant Heads, SENDCo and Heads of Year, ensures that appropriate support is available as required in school. This meeting is further supported by SEMH team who meet three weekly to allocate provision and distribute the resources effectively throughout the school. This is to ensure that all pupils have the support they require as they require it.</li><li>• Form Teacher/Head of Year complete Motional assessment (a tool that can support staff in identifying the kind of mental health support and resources a pupil may require in school.</li></ul>	<ul style="list-style-type: none"><li>• School website – information and signposting for parents</li><li>• Yearly PASS survey in school to assess a pupil's emotional wellbeing</li><li>• Check ins/1:1 with FT 'Emotional First Aid' and access to our nurture room for children who are in temporary needs of support/crisis management.</li></ul>



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Targeted level	
Actions	Resources
<ul style="list-style-type: none"><li>• We have an experienced SENDCo (Miss Ward) and Deputy SENDCo (Mrs Winch) who support all pupils with additional learning needs and maintain effective communication between school and home.</li><li>• Your child's needs will be identified and a teacher will discuss these with you, a plan of support and action will they be created.</li><li>• Alternatively, these needs may have already been identified by your son or daughters first school: you or your child's teacher may also have raised a concern. Further assessments may be conducted by the SENDCo or Deputy SENDCo to understand a pupil's needs in more detail.</li><li>• Small group interventions may be used to target a gap in learning.</li><li>• The SEMH team will monitor your child's progress for a period of time to ensure the teaching strategies in place are effective. If their needs are considered to be persistent and long term the school SENDCo may investigate further or place on the SEND register.</li><li>• Children who need additional support, in accordance with the SEND Code of Practice (2014), follow a four-step cycle called the graduated response.</li><li>• Pupils are assessed to identify a key area of need, provision is planned to support the child's next steps, the intervention is completed (do) then finally the whole process is reviewed to monitor its success and identify the next steps.</li><li>• If your child is placed on the SEND register, you will have termly contact from staff to discuss your child's needs and termly targets will be set to support their progress through school.</li><li>• All support in place is monitored through a provision map and outcomes are reported termly then recorded on your child's Individual Provision Map (IPM)</li></ul>	<ul style="list-style-type: none"><li>• Motional assessment (HOY/FT)</li><li>• Possible further pastoral support/intervention by FT or HoY.</li><li>• Targeted support groups and strategies e.g.:<ul style="list-style-type: none"><li>- Relation based play therapy</li><li>- Lego therapy</li><li>- Anger management</li><li>- Behaviour for future</li><li>- Anxiety</li><li>- Pastoral Project, e.g. Gardening</li><li>- Circle of friends</li><li>- Emotional literacy programmes</li><li>- Behaviour for my Future intervention</li><li>- Gardening therapy</li><li>- Nurture support in unstructured times</li><li>- Meet and greet each morning.</li></ul></li><li>• Mentoring one to one by experienced mentors in school.</li><li>• All interventions are monitored and evaluated for their effectiveness so we can identify the next steps and level of support that is required by each pupil. All support is reviewed on a six weekly cycle.</li></ul>



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<ul style="list-style-type: none"> <li>• All staff receive appropriate training so they have knowledge and confidence to support your child's needs.</li> <li>• Discussion with mental health lead will happen to monitor a child's progress and needs and to ensure staff receive the appropriate ongoing support and training.</li> <li>• Key staff in school will be identified to support a pupil and they are responsible for monitoring the ongoing impact of any support and feeding back to the SEMH team.</li> <li>• The SEMH team will review the support in place six weekly (with evidence from key staff for each child) and decisions will be made about the next steps that will consider an assessment about the severity, persistence and risk attached to the current concerns.</li> </ul>	
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Very Targeted level	
Actions	Resources
<ul style="list-style-type: none"> <li>• Your child will continue to be supported and monitored by our SENDCo and the Deputy SENDCo.</li> <li>• A clear understanding of your child's needs will now exist, and the enhancements to the curriculum or support required will be clearly recorded and shared with all teaching staff by the SENDCo or the Deputy SENDCo. Provision will be made as needed to support your child in lessons.</li> <li>• We will continue to set work that although achievable, challenges your child to reach their full potential.</li> <li>• Ongoing specialist assessments may occur.</li> <li>• Specialist agencies, Speech and Language Therapy, Complex Communications Team or Educational Psychology may be asked to complete assessments and advise school on 'next steps'</li> <li>• One to one interventions will be used to target gaps in learning.</li> <li>• Children who need additional support, in accordance with the SEND Code of</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one support with identified pastoral staff</li> <li>• Possible 1:1 motional intervention delivered by the SEMH team or TA in school</li> <li>• Possible referral to CAMHS CAST (this is with permission from parents)</li> <li>• Possible to Reach 4 Well-being (with permission from parents)</li> <li>• Possible referral to Respect Programme (with permission from parents)</li> <li>• All interventions are monitored and evaluated for their effectiveness so we can identify the next steps and level of support that is required by each pupil. All support is reviewed on a six weekly cycle and included on each pupils individual provision map.</li> </ul>



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<p>Practice (2014), follow a four-step cycle called the graduated response.</p> <ul style="list-style-type: none"> <li>• Pupils are assessed to identify a key area of need, provision is planned to support the child's next steps, the intervention is completed then finally the whole process is reviewed to monitor its success and identify the next steps.</li> <li>• As your child is on the SEND register, you will have termly contact from staff to discuss your child's needs and termly targets will be set to support their progress through school.</li> <li>• All support in place is monitored through a provision map and outcomes are reported termly through progress recorded on your child's Individual Provision Map (IPM).</li> <li>• Agencies supporting your child may be asked to attend one of the termly review meetings to advise school further about more specialist provision and support.</li> <li>• All provision will be assessed and monitored through a cycle of assessing the current need, planning the appropriate support and provision, completing the provision allocated and then reviewing the outcomes.</li> <li>• All staff receive appropriate training so they have knowledge and confidence to support your child's needs. Progress will be shared with parents.</li> </ul>	
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Specialist level	
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Agency advice will be sought to identify if your child requires an Education and Health Care Plan. This is a plan requested from the Local Authority that further defines the support a pupil requires and also allocated further funding when the support required goes beyond the provision ordinarily available in school. Your SENDCo will discuss this with you and explain the criteria for assessment.</li> <li>• Your child will continue to be supported and monitored by our SENDCo and the</li> </ul>	<ul style="list-style-type: none"> <li>• Possible Educational Psychology one-to-one support</li> <li>• Potential referral to specialist CAMHS</li> <li>• Resources.</li> <li>• Support in school will be much personalised.</li> <li>• If an Education and Health Care Plan is in place, the provisions outlined will be delivered in school.</li> <li>• All Education and Health Care Plans (EHCP) will have an annual review, where school, parents and any agencies involved will assess the progress to date and make recommendations to the Local Authority of any changes required to the</li> </ul>



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<p>Deputy SENDCo as well as the SEMH team if appropriate.</p> <ul style="list-style-type: none"><li>• A clear understanding of your child's needs will now exist, and the enhancements to the curriculum or support required will be clearly recorded and shared with all teaching staff by the SENDCo or the Deputy SENDCo. Provision will be made as needed to support your child in lessons.</li><li>• We will continue to set work that although achievable, challenges your child to reach their full potential.</li><li>• Ongoing specialist assessments will occur.</li><li>• Specialist agencies, including and Educational Psychology or CAMHS will be involved in the continuing support of your child's needs</li><li>• Specialist agencies may deliver a package of specific support to enhance progress.</li><li>• One to one interventions will be used to target gaps in learning.</li><li>• Children who need additional support, in accordance with the SEND Code of Practice (2014), follow a four-step cycle called the graduated response.</li><li>• Pupils are assessed to identify a key area of need, provision is planned to support the child's next steps, the intervention is completed then finally the whole process is reviewed to monitor its success and identify the next steps.</li><li>• As your child is on the SEND register, you will have termly contact from staff to discuss your child's needs and termly targets will be set to support their progress through school.</li><li>• All support in place is monitored through a provision map and outcomes are reported termly through progress recorded on your child's Individual Provision Map (IPM).</li><li>• Agencies supporting your child may be asked to attend one of the termly review meetings to advise school further about more specialist provision and support.</li></ul>	<p>EHCP.</p> <ul style="list-style-type: none"><li>• All provisions listed in waves one, two and three remain available within school and will be delivered through the assess, plan, do review cycle. This will occur a minimum of once a term.</li></ul>
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