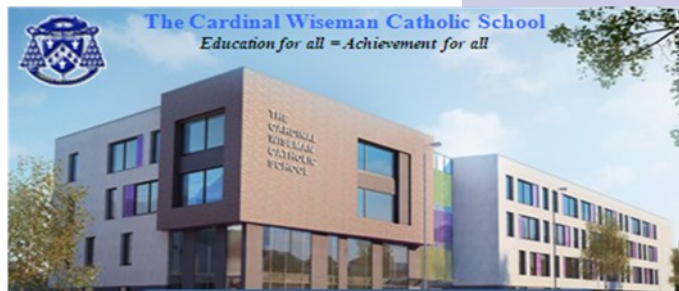


INCLUSION AT CWHS

The Cardinal Wiseman Catholic School

Support & Intervention Programmes



Inclusion

- Team members & roles
- Referral process
- Individual support
- Group provision

Inclusion at CWHS

The Team

HP

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Newsletter Date

Deputy Headteacher: Liz Buffini

Senior AHT i/c of Pupil Care: Paul Walton

Assistant Headteacher: Ms A-M McLaughlin

SENCO: Nichola Gray

Year 7 Team: Ms L Glampson & Ms E Ray

Year 8 Team: Mr B Walpole & Ms S Dempsey

Year 9 Team: Ms E Pound & Ms R Coughlan

Year 10 Team: Mr L Johnson & Ms S Chopra

Year 11 Team: Ms C Benson & Mr J Kalinowski

Inclusion Assistant: Cathy Barry

Counsellor: Catherine Harrington

Family Therapist: Mrs M Lyons

**Inclusion Administrator assistants: Mrs L Clarke
& Mrs K McGee**

Connexions & Career pathways: Ms K Fletcher

Student Support Panels (SSP)

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Who sits on the panel?

Deputy Headteacher
Senior AHT
Assistant Headteacher
SENCO
Year team Representative
Education Psychologist (LA)
Secondary Behaviour Service

Who Makes the referral & when?

Year team (HOY) or SENCO. Referrals are based on teacher, pupil, parent/carer feedback and SIMs Behaviour points & Effort & Achievement grade analysis

How is a referral made?

Complete all sections of the SSP Referral Form and e-mail to LST Administration at least five working days prior to panel meeting

What happens next?

LST Administration e-mail all panel members with SSP referral forms. Members have 5 working days to read forms & collate any additional information to present to panel

The Panel Meeting

10 minutes are allocated to each case. The panel should explore the possible causes of the issues being presented and then look to tailor an intervention package to support the student.

Intervention

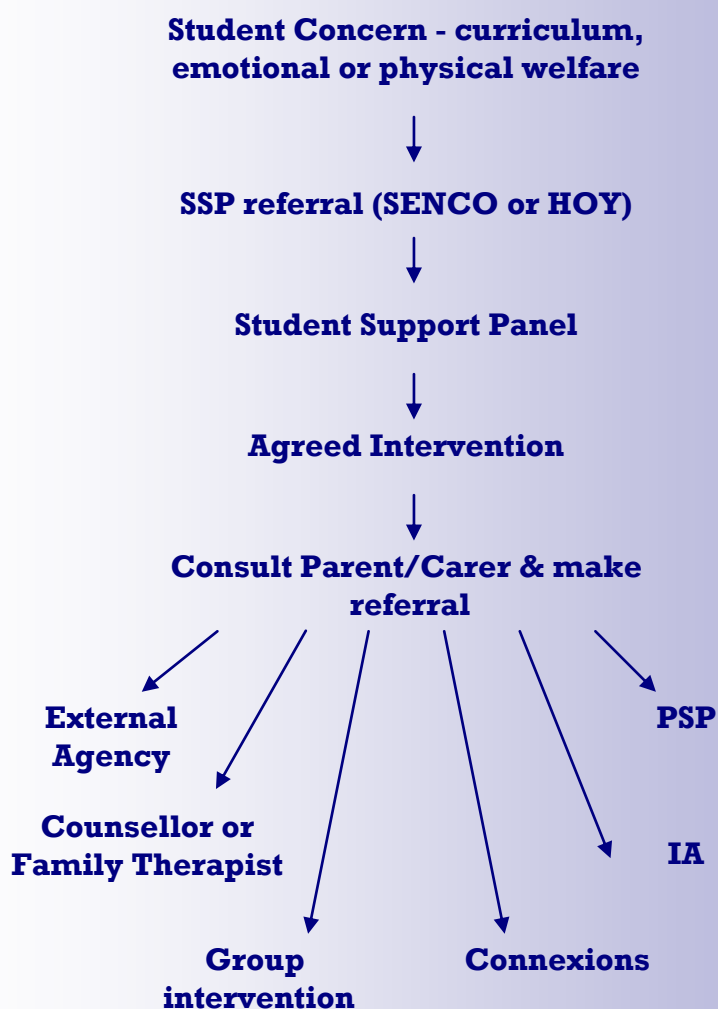
Following the referral to the relevant professional an agreed timeframe is placed on the support with agreed targets (success criteria)

Intervention protocol

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Inclusion Assistant: 1:1 support

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What does this intervention involve?

1:1 support aims to enhance the learning opportunities of students who need support to overcome a range of barriers that are preventing them from accessing the curriculum or maximising their academic potential. These barriers may be social, behavioural or emotional, but will not be specific learning difficulties.

When, where and for how long?

The IA will meet with their mentee for a minimum of 6 weeks or half a term. Sessions take place in the inclusion centre, will be 50 minutes and will not take place during core subjects. Should mentoring need to be extended beyond the standard 6 week period they will take place outside of lesson time.

Who receives mentoring?

Students are prioritised according to their status and need.

- All Looked After Children will be allocated a mentor during the Y7 transition phase and will be re-seen at the start of each academic year
- Free School Meals students who are underachieving
- Students who are persistently and significantly underachieving
- Students for whom mainstream support is not sufficient

How are students referred?

Pupils can only be referred via the SSP

What does 1:1 support involve?

The programme aims to empower students by raising their self-esteem and self-awareness. A mentor provides a student with a safe space to discuss issues that are important to them, offering guidance and advice on a weekly basis without judgement or punishment. Other areas covered include: **Non-confrontational problem solving, negotiation & compromise and winning & losing qualities.**

How is success measured?

All staff complete an assessment prior and after the mentoring support and targets set are reviewed on a weekly basis. Student voice is also taken into consideration as this can be a strong indicator of progress.

Counseling 1:1

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What does this intervention involve?

The intervention involves working with the student and, if appropriate, their families in order to effect changes in the relationships in which they are engaged. This includes relationships with peers, staff and families.

It also involves working with students who are experiencing difficulty in managing their emotions in an appropriate manner, e.g. anger, stress, self-harm etc. The work focuses on helping the student to make sense of their behaviour by exploring the multiple contexts in which it has been created and to think of ways of managing the behaviour in more useful ways.

When, where and for how long?

Sessions take place in the school day during lesson time, lunch time and after school. Priority for sessions outside of lesson time is given to years 11, 12 and 13.

The sessions vary in frequency and length according to the nature of the difficulty and the effectiveness of the intervention.

Who receives therapeutic intervention?

Students identified as experiencing difficulties with managing the situations they face in their lives.

How are students referred?

Referrals are received through the pupil support panel. Safeguarding concerns will always be given immediate attention and this

What does mentoring involve?

How is success measured?

It is often quite difficult to measure success when it comes to student well-being as the indicators may not be qualitative. The student may feel happier in school, happier at home or have a more solid approach to forming positive relationships. Possible indicators may include: teacher feedback, student voice & family feedback, behaviour points, attendance.

Transition Group: I.A

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Who is the target group?

Year 7 students, as identified by their primary schools, who may find the transition to secondary school particularly challenging or difficult. Additional referrals may be made by the Year 7 team via the Student Support panel for those students not previously identified by their primary school, who are having general difficulties adjusting to secondary school.

Aims of the sessions

The session aims to provide students with a safe space to discuss concerns and worries and develop a range of strategies that will help address these. It will also provide an opportunity for children to develop friendships with fellow peers and develop their self-confidence.

Who delivers this support and for how long?

The learning mentors in conjunction with the Chaplain run this course weekly. Historically this support group only runs for the first term until Christmas, but further support can be offered to those individuals who may require it.

In Class Behaviour support: I.A

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What does this intervention involve?

In class support examining areas such as:

- Identifying the triggers for inappropriate behaviour
- Exploring their own strengths and qualities, whilst learning to appreciate those around them
- Assertiveness in a non-confrontational way
- Exploring appropriate modes of behaviour
- The role of non verbal communication

Who is the target group?

Students who fail to display positive behaviour for learning, despite previous interventions (i.e. HOY report). They may find it difficult to stay focused in class and make the right choices concerning their behaviour and interaction with staff and peers. This may include students who are classified under the SEMH category, but is unlikely to include students who are statemented or are on the SEN register for a specific learning need.

How are students referred?

By the HOY through the student support panel. Students will have a profile of inappropriate behaviour (behaviour points, teacher feedback, in-class incidents) and possible previous interventions (HOY report).

Who delivers the support and how often is it?

The I.A will conduct an initial observation in the class identified as a strength and then see them in a lesson identified as a problem area. They will then meet with the child to discuss their observations and set targets for future in-class support lessons.

How is success measured?

All staff complete an assessment prior and after the in-class support and targets set are reviewed on a weekly basis. In class observations will provide a strong indicator of progress as will student voice.

Family Therapist: 1:1

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What does this intervention involve?

The intervention involves working with the student and, if appropriate, their families in order to effect changes in the relationships in which they are engaged. This includes relationships with peers, staff and families.

It also involves working with students who are experiencing difficulty in managing their emotions in an appropriate manner, e.g. anger, stress, self-harm etc. The work focuses on helping the student to make sense of their behaviour by exploring the multiple contexts in which it has been created and to think of ways of managing the behaviour in more useful ways.

When, where and for how long?

Sessions take place in the school day during lesson time, lunch time and after school. Priority for sessions outside of lesson time is given to years 11, 12 and 13.

The sessions vary in frequency and length according to the nature of the difficulty and the effectiveness of the intervention.

Who receives therapeutic intervention?

Students identified as experiencing difficulties with managing the situations they face in their lives.

How are students referred?

Referrals are received through the pupil support panel. Safeguarding concerns will always be given immediate attention and this

What does mentoring involve?

How is success measured?

It is often quite difficult to measure success when it comes to student well-being as the indicators may not be qualitative. The student may feel happier in school, happier at home or have a more solid approach to forming positive relationships. Possible indicators may include: teacher feedback, student voice & family feedback, behaviour points, attendance.

Connexions

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What does the intervention involve?

- Targeted group work, advice & guidance (impartial) programme including self-referral or focused one to one support to increase engagement in education
- Accessing enterprise activities such as employer workshops with targeted students
- Individual assessment, guidance and action planning to support young people raise their aspirations through understanding their abilities, options and potential barriers to their future success.
- Access advisers and specialist providers to support the needs of learners

Who is it aimed at?

Students in Year 11 & 9 who feature at level 3 on the RONI list are prioritised (RONI grades students at risk of becoming NEET post 16). The SSP will prioritise level 3 statemented pupils in Year 11 & 9, but will extend to level 2 & 1 from Years 11-9.

How is a student referred?

Referrals come from the SSP to the Connexions supervisor. There is also a drop in service available which all students can access through their Progression pathways lessons

When & where?

An initial assessment will determine the length of time the intervention will last. Meetings will take place in the inclusion centre and these may involve the students parents/carers.

How is success measured

Agreed outcomes might include increased attendance, increased level of engagement (measured through SIMs B & A points, teacher feedback, post 16 applications, interviews and places being secured or a lower RONI grading.

Pastoral Support Plan

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What is a PSP and when is it used?

A PSP is a 4 week behaviour support programme used where other behaviour management strategies (such as HOY report) have not proven effective. Students beginning a PSP will already have received support within the school through either the family therapist or learning mentor and will normally have been referred to an external agency for more intensive support. Students on a PSP will be at risk of exclusion or may have received a fixed term isolation/exclusion.

How are students referred?

Pupils are placed on a PSP following an unsuccessful period on HOY report. The PSP is an immediate intervention strategy and can be implemented without a referral to the Student Support panel. However, before a student can start on a PSP, the relevant Year Team must gain the agreement of the Assistant Headteacher.

What happens next?

A meeting is arranged between the Senior Assistant Headteacher or Assistant Headteacher, the relevant year team, any external agency involved, the pupil and their Parent(s)/Carer(s). During this meeting a maximum of four targets are agreed between all parties and these are written into a PSP report card. The report card is completed by every teacher for a period of 4 weeks.

How is success measured?

The targets are linked to an individually tailored rewards and sanctions system, whereby student's who repeatedly meet their targets will be issued with praise postcards and achievement points. Those students who consistently fail to meet their targets will face internal isolation or a fixed term exclusion. There will be a weekly review between the student and HOY and a review meeting will be held at the end of the four weeks.

External Agencies

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The school purchases tier 3 support from external agencies for students where tier 2 support is deemed inadequate. These services include:

SAFE Adolescent Service

SAFE (Supportive Action for Families in Ealing) is a multi-agency service based on a partnership between Ealing Council, the West London Mental Health Trust, and Ealing Primary Care Trust.

SAFE works with children, young people and their families to try to deal with difficulties at an early stage before problems get bigger and more difficult to resolve.

SAFE works with families to provide:

- Individual work with children to address social and emotional needs
- Support to children and young people who are at risk of social exclusion or underachieving
- Family work to improve relationships between family members
- Links to local and community services so families are well supported within the area they live
- Work with parents to help them develop their parenting skills

Support groups for children, parents and families

Referrals will be made following the Student Support Panel meeting, unless in the event of a safeguarding issue which would accelerate a referral.

CAHMS

A tier three service which provides children and their families with access to psychologists, psychiatrists, and mental health advisors. Referrals may be made for school refusal (phobic/anxiety induced behaviour), family break up, eating disorders, self-harm, depression, severe behavioural concerns, bereavement, although not limited to just these. Referrals will come from the student support panel meeting.

External Agencies continued

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Secondary Behaviour Service

Provides intensive weekly support for those students at risk of multiple exclusions or Permanent Exclusion. Using a combination of solution based interventions and systemic therapy pupils and their families are engaged through a combination of in school support and out of school hours meetings . Referrals are made by the Senior AHT and must be agreed unanimously by the panel at SSP.

Easy project (substance misuse)

The treatment provider service supports young people whose substance misuse is at a level where it significantly disrupts the young persons functioning. CRI EASY provide the specialist treatment as defined by the National Treatment Agency . This includes:

- psychosocial interventions – programme of one to one, care planned support for young people.
- specialist harm reduction - including needle exchange and access to medical assessment for blood borne viruses
- pharmacological – substitute prescribing for opiate users
- family work – one off family supported or structured support to family around child's substance misuse

Educational Psychologist

An educational psychologist specialises in difficulties children may experience, including developmental difficulties, learning difficulties, emotional and behavioural problems, physical disabilities, speech and language delay and vision and hearing problems. They work on-site once a week.

The psychologists contribute to the assessment of children's educational need and advise teachers, the school, parents and the LEA how these can best be met.

Education Welfare Service

Works with severe attendance issues, school refusers or families at risk of court action. Will offer support with parenting contracts related to attendance issues.

Homework Club - SLT

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The aims

The inclusion team value homework as a highly effective means of developing independent learning and promoting responsibility and ownership of learning. We encourage students to be self-disciplined, plan ahead and manage their own time to enable them to achieve their targets and reach their potential.

This provision is maintained and staffed by the Senior Leadership Team and supported by the I.A. One of the main aims is to create a provision that allows students access to a more digital approach to learning with additional support from core subject areas encouraging a collective approach to homework which will improve the quality of the homework produced.

When is it & how often?

Homework club is open to all students, Monday to Friday between 8a.m. and 8.40a.m. and Monday to Thursday between 3.30p.m. and 4.30p.m. It is held in the Jerusalem building in room J200, where up to 120 students can be accommodated. The room is equipped with all the technology students need to complete revision, coursework and homework tasks and provides students with an individual work station, each one housing it's own laptop.

Success Criteria

Measured outcomes include greater returns in homework rates, reduction in behaviour points for homework & other organisational issues and increased attendance amongst target groups.

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