

CHILDREN: Graduated Response to Mental Health and Wellbeing Support: Belonging, Compassion, Courage, Perseverance, Trust:

Assess: Clear analysis of pupil's needs: holistic, collaborative assessment, including pupil and/or parent/carers views.

Plan: Adjustments, interventions & support to be put in place based on assessment findings.

Do: Implementation of agreed adjustments, interventions & support.

Review: Evaluation of impact & quality of adjustments and support, along with pupil and/or parent/carers views.

This information feeds into next 'Assess, Plan, Do, Review' cycle.

***Entry/exit data recorded on provision map or personalised plan.**

Specialist support: NELFT
(including for bereavement), Early Help, School Health referral and signposting, Educational Psychologist, Young Carers (IMAGO), food bank referral.

Targeted support to external specialists in school setting, e.g:
Spurgeons school Counsellor, Speech and Language Team/new Balanced System (including school Link Advisor), Occupational Therapist, Kent Emotional Health and Wellbeing Team, STLS including Specialist Teacher for SEMH, charities eg CHUMs, Young Minds, Resilience Hub.

Targeted in-school 1 to 1 or group support, e.g: Anxiety groups eg Anxiety Gremlin, check ins with a trusted adults, 5-point scale, Draw and Talk, Language for thinking, zones of regulation 1:1 or as a group, social stories, specific sensory support/resources, mindfulness packs, movement breaks, wellbeing club by invite, Social scenarios group, Lego Therapy, DLA application, Practical support (Christmas gifts, food, clothing).

Universal MHEW support from ALL staff to ALL children: School Christian values (Belonging, Compassion, courage, perseverance and trust) throughout whole school, worship, reflections using worships, modelling and ethos, pupil voice, enrichment, lunchtime clubs, knowledge of sign-posting, zones of regulation, values, building resilience, calm/safe spaces, books to support emotional regulation, talk partners, visual timetables, meet and greet in the morning, accessible classrooms, church visits, workshops such as road safety, friendship workshops, R.E. lessons, P.S.H.E. lessons, opportunities for learning outside of the classroom, Forest School, building positive relationships with parents/carers and children, trusted adults to speak to, staff who know their children (including needs and interests), sensory needs considered, staff available to talk to parents, community.