

UNIVERSAL OFFER: 2 DSLs.

Small class sizes, maximum 12.

All sharps, closely monitored and counted in and out.

Restricted and monitored access to private space, where self-harm could occur, e.g. toilets

Teaching assistants in addition to teachers in nearly all lessons.

Supported transition packages.

Safe places in school to go to when in crisis.

Mental Health Practitioner (MHP) presence and access on site.

Key Worker and Pastoral Manager support in school, either through in-class support or 1-1 sessions outside to specifically address transitioning back into class.

Positive recognition of improved effort and/or achievement, through Reward System.

Termly Review Meetings with parent/carer, pupil and multi-agency professionals to inform support plan: focused on small steps to support engagement.

Bespoke support plan with evidence-based interventions, on an 'assess, plan, do, review' cycle.

Teaching Assistants also offer additional interventions to support & build the resilience of pupils.

ALL PUPILS: In addition, there will be SUPPORT THROUGH THE CURRICULUM/LEARNING OFFER including:

- Therapeutic/well-being sessions at the start of each day, to reduce anxieties and maximise coping strategies.
- Lessons delivered through *Growth Mindset approach*, to drive motivation and achievement.
- Skills and training including travel training, life skills and links with CEIAG
- Enhanced awareness by all staff due to excellent Mental Health CPD e.g. Attachment Disorder, Autism.
- Across team specialisms, actions and support using research evidence.
- Effective, known strategies, proven through *evidence-based research* of best practice, gained in specialist training.
- Plus 'Lead Practitioners' in key areas of Mental Health.
- UNICEF RRSA to develop acceptance of difference and diversity and offer a strong moral compass.
- PSHE and SRE syllabus (14-16) to facilitate embedding *good mental health* into all aspects of school life- and support schools in engaging parents/carers.
- 'Emotion Coaching' ethos and practice through whole school TIAAS (Trauma Informed Attachment Aware) training.
- A pastoral team (2 pastoral managers, 2 attendance officers, Centre Leader, SENCO) that supports individuals and families.

UNIVERSAL PLUS OFFER

Mental Health Practitioner assigned to offer support and therapy to any pupil awaiting input from Forward Thinking Birmingham (FTB).

Attendance Officers making home visits and other interventions to support pupils with

fragile attendance, such as lessons in the primary model nurture room.

Pastoral Manager mentoring.

Early help referral.

Thrive screening tool to baseline all pupils in their emotional wellbeing

ADDITIONAL OFFER

Utilisation of external pupil support services

e.g. Educational Psychologist, Communication

& Autism Team, School Nurse Service

Application for an Education, Health & Care Plan (EHCP), followed by Annual Reviews

Group resilience interventions e.g. Friends Resilience

1:1 Emotional Regulation and/or Anger Management mentoring.

Targeted use of additional funding to maximise benefit.

Exam access arrangements evidenced by SENCO in consultation with mental health services

Family support involvement, Initiated by school.

Targeted Thrive sessions delivered by specialist.

COMPLEX/SIGNIFICANT OFFER

Proven expertise of teaching chronically and acutely mentally unwell pupils, and supporting their transitions between inpatient and community settings.

Existing partnerships with in-patient mental health provision give staff enhanced expertise.

Flexible, personalised part-time timetable (short-term) to meet fluctuating health needs and reviewed regularly with attendance action plan to support transition back to full time.

Targeted use of exceptional SEN Funding (1:2:1) to improve outcomes.

Family support and Social worker involvement