



Mental Health and Well-being Local Offer

Targeted provision describes specific, additional and time-bonded interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. This support/intervention is targeted to children who are not making the expected progress through the universal provision. Some children's needs may also be supported through involvement of external agencies. Children may be on the SEND Register at SEN support level.

Personalised provision
Additional and highly personalised provision to enable access to the curriculum

Personalised provision describes targeted provision that is needed for a few children where it is necessary to provide highly tailored intervention to accelerate progress and/or enable children to achieve their potential. This may include one-to-one or specialist interventions. Children will be on the SEND Register at either SEND specialist support level or may require statutory assessment/have an EHCP.

Targeted provision
Additional support/interventions to enable children to 'catch-up' and reach age related expectations

Universal
Inclusive Quality First Teaching for **all** children

Universal describes quality first inclusive teaching which considers the learning needs of all the children in the classroom. This includes providing differentiated learning and creating an effective, inclusive learning environment. This is the first step in responding to children who have or may have SEND.

Social, Emotional & Mental Health

Universal Quality First Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
<ul style="list-style-type: none"> ➤ School key drivers underpin the whole curriculum: Achieve Growth Mindset Nurture Community Pupil Voice Environment ➤ Assembly's reinforce positive values and behaviour ➤ Weekly headteacher awards (3x) ➤ Children elect peers to roles of responsibility including the School Council ➤ Class and celebration assemblies ➤ Class visual timetable ➤ Weekly PSHE lessons (PSHE Association and One Decision) ➤ Additional PSHE sessions linked to the needs of the class: e.g., Online Safety Emotional/social resources ➤ Incident logs (CPOMS) ➤ The Dog Mentor Scheme Nurture dog (Bow) to support classroom ethos ➤ Open door policy with regular feedback to parents ➤ Poor/late attendance monitored by office staff and HT ➤ Positive reinforcement of expectations with visual reward system in each classroom ➤ Risk management/action plans 	<ul style="list-style-type: none"> ➤ Direct 1:1 involvement ➤ Emotional and Social nurture groups 1:5 ➤ Individual reward system ➤ Individual Social Stories ➤ Sensory Circuits ➤ TA programmes (Happy, Confidence, Worries, Online Safety) ➤ Nurture style provision ➤ Social skills groups ➤ Transition support –Yr6 and Rec. ➤ Assign staff to Creative Education courses linked to the needs of the child ➤ Wellbeing dance for targeted children ➤ 1:1 work with The Dog Mentor Scheme - nurture dog (Bow) 	<ul style="list-style-type: none"> ➤ Referral to LA support groups 1:5 working on different emotional needs through inside out courses ➤ ASD strategies (Workstation & TEACCH) ➤ Referral to CAMHS ➤ Referral to EP ➤ Focused transition support ➤ Home-School links, daily conversations with parents ➤ Individual behaviour plan ➤ Individual reward system ➤ Outreach support ➤ Social stories ➤ Horse therapy (Stable Lives) ➤ Targeted work from outside agencies ➤ Referral to see school counsellor ➤ Referral for bereavement support ➤ Team Teach trained staff ➤ Open Early Help Within Early Help access Children and Family Wellbeing for: Triple P (parents) Connect Butterflies (women) Talkzone ➤ Regular TAF meetings ➤ Assign parents to Creative Education courses ➤ Lancashire Mind Virtual CYP Coaching Service ➤ Signpost to supporting websites https://www.annafreud.org/ Mind: https://www.mind.org.uk MHFA: https://mhfaengland.org

<ul style="list-style-type: none">➤ Safeguarding policy followed by all staff rigorously➤ Structure school and class routines➤ Talking partners➤ Heart Smart points as a reward with a whole class reward at the end of the week➤ Whole school MH and Wellbeing assemblies➤ Timers➤ Up-to-date safeguarding training for all staff➤ Assign all staff to Creative Education courses that support the needs of the school➤ Whole school behaviour policy➤ Think sheet for a stage 3.		<p>Mental Health foundation: https://www.mentalhealth.org.uk Education Support: https://www.educationsupport.org.uk https://www.samaritans.org/</p> <ul style="list-style-type: none">➤ Referral via GP
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