

Sholing Infant School



Mental Health and Well-being information report



Approved by:	Lisa Houghton and governing body	Date: 25.9.24
Last reviewed on:	September 2024	
Next review due by:	September 2025	

What is mental health and wellbeing?

'Mental health includes **our emotional, psychological, and social well-being**. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.'

<https://hampshirecamhs.nhs.uk/issue/mental-health-and-mental-illness-professional/#:~:text=Mental%20health%20refers%20to%20our,well%20as%20our%20daily%20functioning.>

Aims

- To ensure all children are happy and healthy in school
- To ensure all children welcome and valued in school
- To ensure all children understand their own mental health and have strategies they can use to support them when they are feeling worried or stressed.
- To ensure parents understand the steps we will go through to support children and their mental health and well-being
- To ensure all staff have a clear understanding of the mental health policy and they have received appropriate training on it.

We believe:

- All children have positive mental health, unless they are displaying behaviours that suggest otherwise either at school or at home.
- Children displaying poor mental health could be as a result of adverse childhood experiences where there have been limited protective factors.
- In valuing all pupils, to make them feel fully included in school.
- In early identification to allow interventions to be put into place and support from external agencies if necessary.
- In all school staff adopting a trauma informed approach and therefore promoting positive mental health and well-being for all children.
- Like adults, children can suffer with their mental health for a short period of time, and with the right intervention they can become mentally well again. However, we also recognise that for some children mental health difficulties may be more complex and may require assistance from external agencies such as Child and Adolescent Mental Health Services (CAMHS) or Educational Psychologists.

Graduated Response:

Our Graduated response explains clearly the level of support that is available to all children in school. At each level of the graduated response different interventions are provided, however it is expected that the support on offer in the previous level/s would continue to be provided for the child. When we are working with children with any of the mental health and well-being interventions we will discuss with parents and explain what the interventions are, how they will be used and how they can support their children at home.

We will use the assess plan do review cycles to provide interventions for children. We recognise that if mental health difficulties persist for over 3 cycles (one academic year) then the child would need to be placed on the SEND register and support from External Agencies would need to be sought.

If once on the SEND register the child continues to need a high level of intervention and little progress is seen with their mental health and well-being then we (the parents, child and school) may consider the completion of an EHC plan request for assessment, moving the child from stage 4 to stage 5.

At an infant school level this would only be in very rare cases, as usually once on the SEND register, with the high level of appropriate support, children make good progress and get back to a positive place with their mental health.

Stage 1:

No Identified mental health need.

This is the universal provision that all children will receive to support them in developing strategies and understanding of their mental health and well-being, including weekly RHE lessons, school rules and a clear and consistent behaviour policy, assemblies run by teaching staff, SLT and visitors that promote positive mental health and well-being strategies, health and safety week and positive classroom environments that develop confidence and resilience. As well as Personalised meet and greet at the classroom door daily, Empathetic response to children 'catch it and match it', and safety queues (tone of voice, body language and being genuine with responses to the children).

Stage 2:

School or Parent raise concerns over a child

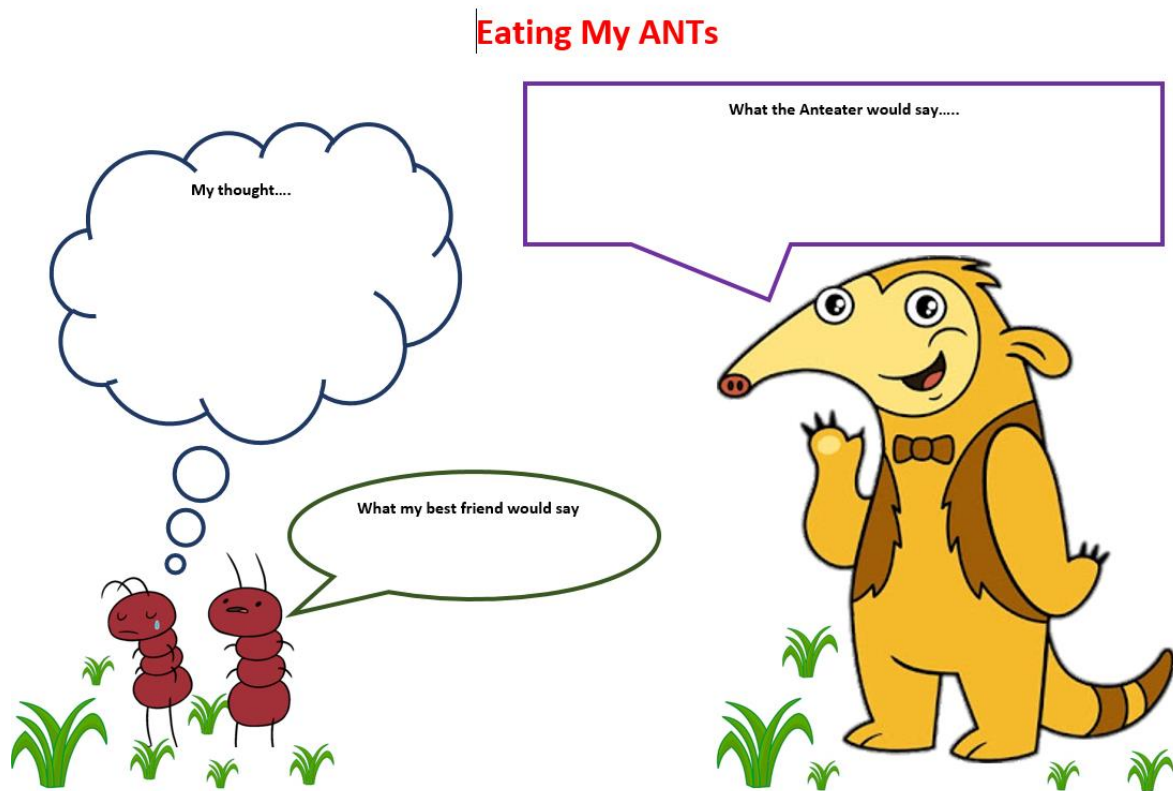
There will be a discussion with parents at this point to establish where concerning behaviours are seen, i.e. school, home or both.

A cause for concern form will be completed by the class teacher and will be copied to the ELSA and SENCo.

The class teacher will complete an observation of the child both in the classroom and in the playground, allowing us to identify any possible triggers for the child.

SENCo will complete inclusive teaching checklist with the class teacher. One of our two ELSAs will begin to support the child if they are not already receiving support. They will complete some work with the child to identify their triggers and what they can do about these. This is called ANTs work,

it is age appropriate and works using a graphic of an ant eater that eats the child's worries. See below:



Alternatively if ANTs work is not appropriate the child will have ongoing sessions with the ELSA and they will use trauma informed approaches with the child.

Stage 3:

At stage 3, a child is receiving support in school for their mental health and well-being.

The child has a well-being action plan created by the SENCo, class teacher and the ELSA. This will give strategies that have proven to be successful with the child in supporting them when they are feeling anxious or triggered. This will be used at all times in school, therefore it will be shared with all staff that may support the child. It will also be shared with parents, and feedback is welcomed from parents and the children on this.

A document called the 'coping in school scale' is used in school to support planning for the child and to try and minimise any triggers in school for the child. The child will be having regular sessions with our ELSA and will also have access to Lunch bunch run by the ELSA at lunch times, and have supervision at play time if these times can be difficult for the child.

At stage 3 the child may be taking part in sand play therapy, where they will be able to work with the ELSA to explore traumatic experiences they have had.

Stage 4:

The child has long-term mental health and well-being needs.

With support from the school the child may be under Child Adolescent Mental Health Service (CAMHS), through a referral made by the GP or the school. Other external agencies may be involved including the Education Psychology service or Springwell Outreach Advisory Service (SAOS). The child will be placed onto the SEND register after a co-production meeting with the class teacher, SENCo and parents. The child will have an Individual Behaviour Plan or a Passport (IEP) with targets on as part of the 'assess, plan, do, review' cycle. The child may also have a behaviour response plan to work alongside their action plan from stage 3, this will detail how staff should interact with the child when they are dysregulated.

Stage 5:

The child has long-term mental health and well-being needs, and needs or has an EHCP.

Stage 5 of the graduated response is where the child has complex needs surrounding their mental health and well-being, and the child requires additional funding in school to access provision that is correct for them, this may include 1:1 support at times. For this reason an Education Health and Care Plan (EHCP) request for assessment will be completed by the SENCo, in consultation with parents, the child and the class teacher. Once the child has an EHCP the school will ensure all provision that is stated within it is provided.

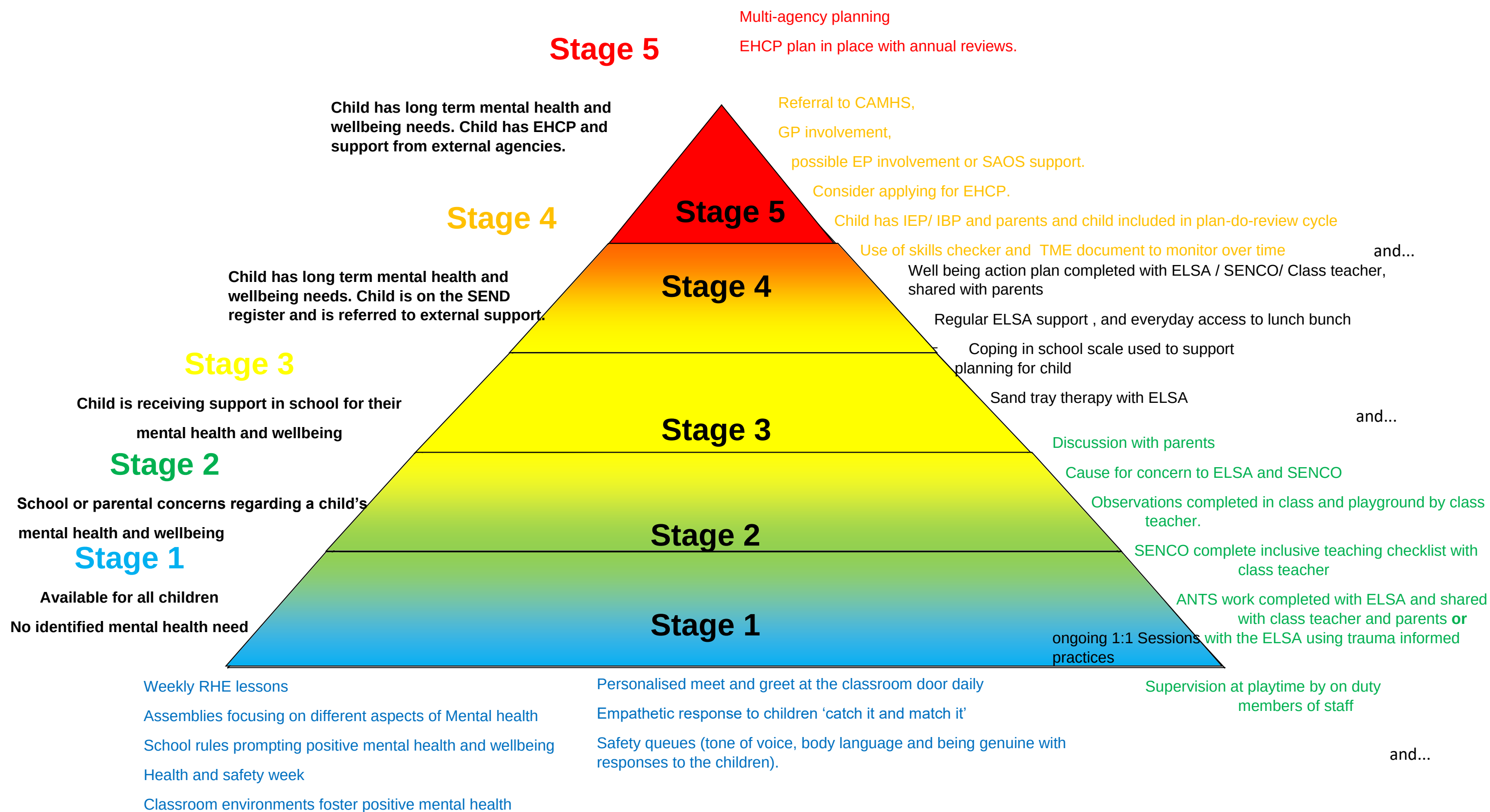
There will be an annual review each year with the parents, the child, for parts of it (age appropriate) the class teacher, TA and the SENCo.

Parents or the school have the right to call an early annual review if they feel provision is not meeting the needs of the child, or there are any other complex issues that need to be discussed.

Please see the graduated response to Mental Health and well-being at Sholing Infant School below



A Graduated Approach to mental health and wellbeing at Sholing Infant School



Frequently asked Questions:

Question	Answer
What is and where can I find the Local Offer?	The Local Offer sets out the support on offer in your local area (Southampton) for children with SEND (including mental health services). It has useful links for services within it. This poster created by DfE explains it well  The Local Offer is a document or website that shows all the services available for disabled children and young people. The local authority is responsible for making sure everyone can access it and must consult on what services should be included. The Local Offer has to be reviewed and the local authority must then ask young people and families what they like and what they want to change. The local authority must show how they are using this feedback to improve services in the local area. For more info talk to one of the impartial information, advice and support services. To find your local service visit www.councilfordisabledchildren.org.uk. Talk to your family, teachers, tutors and support workers. Get in touch with your local authority. You can find their contact information on the GOV.UK website. It can be found on the Local Authority website at the following address: https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page
How does the school know if children need support with their mental health and well-being? What should I do if I have concerns?	At Sholing Infant School the staff take time to get to know the children individually, hand over at transition times are strong. Therefore, staff would notice if a child's behaviour changes. Our school is committed to early identification to support early intervention. If you are concerned you need to speak to your child's class teacher as the first port of call, then contact the SENCo, at a drop in or via email (send@sholinginfantschool.org.uk) or the head teacher (head@sholinginfantschool.org.uk)
How will School staff support my child?	Your child's class teacher, ELSA and the SENCo will oversee and plan your child's mental health and well-being programme. This will all be shared with you as parents. The children will be supported by the school as far as possible and with external agency support if necessary.
How will I know how my child is doing and how will you help me become involved in discussions to support my child?	We have an open-door policy at Sholing Infant School. There are termly parent evenings, and you can ask for an appointment to speak with your child's class teacher or the SENCo at a mutually convenient time. You will receive a written report once a year and we will always ask to see you if we have concerns about your child's progress. If your child has an Education Health Care Plan (EHCP), an annual review is held according to the guidance in the Code of Practice. Children who have passports for learning will have their passports shared termly if not more frequently.

What support will there be for my child's overall well-being?	At Sholing Infant School children have access to small group/ one-to-one support from an Emotional Literacy Support Assistant if required. There are close links with our partners in health, for example, the school nurse. The school is also able to refer to outside agencies where appropriate and work on Early Help Assessments with parental support to access any additional support. We have a well-planned PSHE and RHE curriculum that supports children developing skills and understanding of personal, social health and emotions. For children with more complex mental health issues we have a policy for the support of mental health and a graduated response for support of mental health and well-being. These can be found on the school website.
What specialist services and expertise are available at or accessed by Sholing Infant School?	We also link with other professionals such as Child and Adolescent Mental Health (CAMHS), Social Care, Educational Psychology, Occupational Therapy, Physiotherapy and Speech and Language Therapy, school nurses, other health professionals, Hearing Impaired teachers, Vision Impaired teachers, SAOS (Spring well Advisory Outreach Service).
What training have the staff supporting children and young people with Mental health and well-being difficulties had?	One of our ELSAs is currently undertaking a diploma in Trauma and Mental Health informed schools (practitioner status). SLT have attended ACEs training. All staff have had recent training from the ELSA and SLT on Trauma informed practices. All staff have had recent training on mental health and well-being for children and how to support this. The have been trained on the process of how to identify and support individuals that may be struggling. Our ELSA has regular supervision sessions. Staff have access to the Anna Freud National Centre for Children and Families training material.
How will the Sholing Infant School prepare and support my child to join the school and then transfer to a new school?	When your child joins the school, you will be shown round by the head teacher or a member of leadership team. This will be a chance for you to ask any questions that you may have. There are visits to Pre-Schools in order to allow staff can liaise with the Pre-School staff about each child's individual needs. Year 2 staff and the SENCo liaise with the receiving schools. Extra transition visits are arranged as necessary. Additional meetings will be arranged to discuss a smooth transition of education and support for your child to junior school. On entry: • A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September. • Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. • The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. • If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns. Transition to the next school: • The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.

	• Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. • Accompanied visits to other providers may be arranged as appropriate. • For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition. • The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
How is the decision made about what type and how much support my child will receive?	Every term, the leadership team meets with each class teacher to discuss pupil progress. If there is a need for some extra support this will be agreed by everyone that needs to help your child. However we have regular discussions about children and adaptations to provision can be made as and when needed.
Who can I contact for further information?	Your first point of contact if you want to discuss something about your child is your child's class teacher. Our Special Needs Coordinator is Jess Rice. She can be contacted at j.rice@sholinginfantschool.org.uk You can contact any member of the school leadership team if you are still worried. If you would like to apply for Sholing Infant School please contact the school to arrange a visit. For complaints, please follow the school's complaints policy which is published on the school website, Support services for parents of pupils with SEN include: Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service http://cyp.iassnetwork.org.uk/ (Formerly known as Parent Partnership.) For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability 21) Information on where the Local Authority's Local Offer can be found. (Schedule 1: Point 11 and 13) Add the website link to the Local Authorities Local Offer and also to the information it provides to parents and carers on mediation and conflict resolution services. References The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of

	the Children and Families Act 2014 and associated regulations http://preview.tinyurl.com/nenth62 Supporting pupils at school with medical conditions Sept 2014. http://preview.tinyurl.com/nrv8wxy SE7 Local Offer: Framework and Guidance. http://preview.tinyurl.com/otma4gj Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice http://preview.tinyurl.com/nenth62)
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Frequently asked questions from a young person's point of view

How does Sholing Infant School know if I need extra help?	Your teachers track your progress and they will know if you need extra help.
What should I do if I am worried about anything at school or at home?	You can talk to someone at home and they can talk to your teacher. You can also talk to your teacher or Teaching Assistant or another adult at school that you trust.
How will my work be organised to meet my individual needs?	Your teacher will give you work that will allow you to learn and make progress. They will make sure that it is not too easy and not too hard but it will make you think.
Who will tell me what I can do to help myself and be more independent?	All the staff at Sholing Infant School can help you to become independent.
How will I know if I am doing as well as I should?	You will have a school report and your teacher will meet with someone from home to explain how you are doing. Your teacher will also give you feedback in most lessons.
How can I get help if I am worried about things other than my school work?	You can talk to any teacher or Teaching Assistant or adult in school that you trust. You can also ask to speak with an Emotional Literacy Support Assistant (Mrs Harris).
Are there staff in school who have been trained to help young people who need extra help?	Our SENCo helps children with learning needs. Our Higher Level Teaching Assistants are qualified to support you with your emotions and behaviour or your speech and language
Can school staff get extra help from experts outside the school if they need to? (eg advice and training on medical conditions)	We work with lots of people who can support you too, for example, therapists, nurses and Education Psychologists.
What help is there to help me get ready to start at my school?	We will talk to your current school and your parents/carers. You are welcome to come and visit Sholing Infant School. We can give you a school prospectus and write you a social story if this would help you. A member of staff will give you a tour of the school once you have started.

Concerns:

What should you do if you feel that the school's Mental Health and Well-being information report is:

- **Either not being delivered or**
- **Is not meeting your child's needs**

You should contact your child's class teacher in the first instance and/or talk to our SENCo Jessica Rice.

Alternatively, you can talk to the head teacher Mrs Houghton or the chair of Governors James Knight.

We hope you have found this useful. If you have any other questions or concerns, please get in contact with us.