

- We formally refer, monitor and evaluate the effectiveness of the extra provision.
- We regularly meet, as a staff, to evaluate practice and to provide emotional support and the opportunity to share experiences
- We identify when individuals need specialist input from outside agencies and refer accordingly.
- We are aware of outside agency involvement with individual pupils and will work in a complimentary manner.
- We are aware of child protection issues and follow school procedures at all times.
- Ensure regular staff training
- Adhere to our professional code of conduct and registered professional bodies.

2. CURRICULUM CONTENT AND TIME

Pastoral and sensory interventions are in addition to the requirements of the national curriculum. Timetabling will be sensitive to the needs of the child and organised in co-operation with relevant staff.

Pastoral, emotional and sensory support is complimentary to the PSHCE curriculum. Activities and interventions include support for Fine and Gross Motor Skills, OT, Imaginative and Creative Play Skills, Time to Talk, Anger Management, 1:1 support in and out of class, mentoring, Intensive interaction, Speech and Language Therapy Support, Social and Life Skills and small group activities for targeted groups of pupils that are in a minority at the school, e.g. girls group

Attitudes

We have a school ethos where the child's behaviour is recognised as a form of communication, expressing needs and feelings. Staff training is integral in ensuring a sustainable whole school practice.

Pastoral, Kinaesthetic and Personalised approaches are offered to enable individual children to access the National Curriculum, aiming at supporting them to reach their full potential. We recognise that a child who is experiencing difficulties is often unable to function successfully in the classroom environment. By fostering and encouraging a whole school approach to personalised interventions we aspire to meet the requirements for children who have differing complex needs.

Roles and Responsibilities

Individual staff are identified to work with pupils as a result of their particular strengths, relationships and training. Where necessary for the child staff choice may be influenced by gender, age, race or culture. Unless specifically identified, staff are not working as therapists but in the capacity of providing additional pastoral support. All staff are involved in offering additional pastoral support to our pupils

3. MONITORING OF PASTORAL SUPPORT

A member of SLT will be responsible for:

- Managing and overseeing the referral system
- Monitoring and reviewing practice
- Organising regular staff meetings and identify training needs.
- Co-ordinating provision over the F.S. and KS1, 2, 3, 4, 5
- Keeping all staff informed as appropriate
- Promoting class based multi-sensory practice encouraging staff competence and confidence when working with pupils displaying additional needs.
- Overseeing liaison with outside agencies.

Practice is evaluated by individual practitioners and monitored by Tracy Coster, Assistant Headteacher (or in the case of SALT, Jo Hitchen).

Issues of confidentiality are respected at all times.

Equal opportunities

- Equality is a fundamental right that must be allowed to all children regardless of race, culture, gender, sexual orientation or special educational needs.
- Every effort will be made to ensure that no child will be excluded from this provision on the grounds of race, culture, gender, sexual orientation or special needs.

The nature of our pupils and the difficulties that they experience will from time to time require approaches that can be seen as being different from other pupils on the basis of level of functioning, understanding or for reasons of safety.

4. USE OF ICT

Referrals and Actions are recorded, monitored and evaluated working towards successful progress of each child's needs. By tracking progress staff can evaluate and refine interventions when needed, ensuring best outcomes are achieved. This information is kept on a database that is updated by the pastoral team. All staff working with pupils enter details relevant to the child, type of support in place and completion date when appropriate. This is reviewed at termly meetings.

At the end of the academic year support will be evaluated and measured regarding the effectiveness, checking if support has maintained or improved progress for pupils, or to evaluate the type of support if the child has regressed in any way.

5. RESOURCES AND BUDGET

The C&I Centre has provision for mentoring, small group work, social and emotional support, SALT support and other activities which are accessed through the personalised provision identified through the referral system within the school and at times by parent request. Rooms are allocated to individual professionals and can be booked in addition to this for specific work should it be needed.

There are 5 small rooms used for 1:1 work: each with a window to ensure confidentiality but also safety of pupils and adults. There is also a Sensory Room that is set up with equipment that is used by individual professionals as well as classes from the main school.

Any monies required for activities can be requested through the Personalised Learning Budget and /or the appropriate curriculum budgets held in school.

6. REVIEW

Revision and updating of this policy will be completed by Tracy Coster following discussion with the Headteacher and Governors. Revisions will be presented to the governing body for discussion and approval.

Name: Tracy Coster, Assistant Headteacher

Date: November 2018