

Inclusion at Walter Halls Primary School

At Walter Halls we value the whole child and do whatever we can to support child welfare as well as academic success. Children who are happy, safe, secure and supported learn best of all.

Deputy Head Teacher - Jo Glover is our Inclusion and SENDCO Lead/LAC DSL

Has many years of experience as the school SENDCo. She is involved in the Local Authority Higher Level Needs Requests panel and is our school DT (designated teacher for looked after pupils). Jo is our Inclusion Lead supported by: Assistant SENDCo Lee Neal, Family Support Worker Jodie Burton and Child Welfare Officer Kerrie Chandler.

Assistant SENDCO – Lee Neal is a Mental Health first aider and DSL

Works with pupils with complex SEN needs and behavioral needs. He is leading on the R2I framework in school (Routes to Inclusion).

Family Support – Jodie Burton is our Lead DSL and Family Support Worker

Offering support in many different ways, such as: attendance, development, behavior concerns, friendships issues, sleep management or issues at home, routines, and any issues that arise that you would like support with.

Child Welfare Officer – Kerrie Chandler is our Play Therapist and Deputy DSL

Supports children to feel safe and happy in school, she runs a 'Time to Talk' service for children who can self-refer to her as well as therapeutic play sessions for selected individuals.

Inclusion Ambassadors – We train 8 elected ambassadors from our Year 3-Year 6 classes to become leaders of inclusion as part of our Pupil Voice. They work with our Head Boy and Head Girl to ensure a wide range of pupil opinion is sought. They learn more about what it means to have a specific need or disability and how to encourage their peers to be empathetic, welcoming and accepting of everyone in school.

Ways we support our children:

Routes to Inclusion R2i

R2i is a toolkit designed to identify and support the needs of children with social, emotional and mental health issues. It was formulated through a working party led by Nottingham City Behaviour support service, a senior Educational Psychologist and SENDco representatives from city schools, including Jo Glover.

The toolkit also has a range of assessments in it, including those to support communication and dyslexia.

The staff in school are familiar with the materials in the toolkit and are supported by the SENDco and Assistant SENDco to use them to identify and plan for appropriate interventions to support children in their class and involve external agencies if required.

SEN support- our SEN register is a fluid document and children can move on to and off the register. The school SENDco liaises with the phase leaders to discuss and review additional

support and impact on progress. For those children requiring a high level of additional support a request for HLN funding may be considered.

The Retreat Provision- this is a bespoke provision for those children whose needs have a significant impact on their ability to function both cognitively and socially in a full classroom. These children have an individualised curriculum overseen by the SENDco and Assistant SENDco with support from external agencies as appropriate.

Local Authority Support

As a school we buy in to these traded services:

- The Autism Team
- The Learning and Cognition Team
- The Behaviour Support Team

If, after following the R2i process we require additional specialist support a referral would be made to the appropriate service.

The Autism team offer a transition service for pupils in Year 6 to support the transition to KS3.

Speech and Language Therapy- In liaison with staff and parents the SENDco will make referrals to the speech therapist. Subsequent programmes provided by the speech therapist are delivered in school as appropriate.

MHST -Mental Health Support Teams are supporting our school with models of early intervention for mild to moderate mental health and emotional wellbeing issues, such as anxiety, behavioural difficulties or friendship issues, and provide help to parents/carers and children who need additional support.

MHST referrals are made by our inclusion team with the consent of our parent/carers to provide support around low level behaviour and/or mental health needs. Referrals are allocated a worker from the MHST and interventions usually run on an 8 week program.

MHST also provide whole class and parent workshops.

Workshops for children will include Resilience and wellbeing, Low mood, Body confidence and self-esteem, General wellbeing hack and Transition.

Play Therapy – Accredited Play Therapist – Kerrie Chandler

Kerrie works with individuals and small groups to deliver weekly therapeutic play sessions.

What is Play Therapy? Play Therapy helps children understand muddled feelings and upsetting events that they haven't had the chance to sort out properly. Rather than having to explain what is troubling them, as adult therapy usually expects, children use play to communicate at their own level and at their own pace, without feeling interrogated or threatened.

How does Play Therapy help? Play is vital to every child's social, emotional, cognitive, physical, creative and language development. It helps make learning concrete for all children and young people including those for whom verbal communication may be difficult.

Play Therapy helps children in a variety of ways. Children receive emotional support and can learn to understand more about their own feelings and thoughts. Sometimes they may re-enact or play out traumatic or difficult life experiences in order to make sense of their past and cope better with their future. Children may also learn to manage relationships and conflicts in ways that are more appropriate.

The outcomes of Play Therapy may be general e.g. a reduction in anxiety and raised self-esteem, or more specific such as a change in behavior and improved relations with family and friends.

Some children will respond to a short-term intervention (for example up to 12 sessions). However, when problems have persisted for a long time or are complicated a longer-term intervention may be required. In these circumstances, some Play Therapists have worked with children for two years or more. Sessions are usually once a week and consistency on a regular day and at the same time and place is very important for developing a trusting relationship.

Pupil Voice:

Head Boy / Head Girl and our School Council along with other pupil leadership groups meet regularly to ensure a wide range of children have a voice in school, feel listened to and have opportunities to lead their peers. Our Inclusion Ambassadors play an active role in school, as well as reading leaders, sports ambassadors and KS2 role models.

Peer Mediators – 14 year 6 pupils trained to support younger children to have happy and safe lunch times.

Year 6 children are asked to fill out an application form and understand the importance of being a positive role model to others. Peer Mediators support with lunch times (modelling games and cooperation skills, support with friendship issues or children who can't find anyone to play with). Peer mediators support raising the profile of Anti bullying week and encourage younger children at events such as sports days.

Sports ambassadors - 4 year 5 pupils who run a club to promote fun active lunch times for our year 3 children and are sports role models in school. They are trained externally and share their experience of their training through a child led presentation and by modelling games and skills learnt at lunch times.

Time to talk: children can self-refer or their teacher, parent/carer may request some time to talk to support with positive mental health run by Play Therapist Kerrie Chandler. Children will come for a variety of reasons such as: support with friendship issues, bereavement, separated parents, anxiety to name a few.

Food Parcels: We are happy to support families with food parcels when needed. A stock of food is available within school to access as and when necessary.

- Our FOWH PTA is continuing to apply for support from local businesses and was successful in securing toiletries from Wilkos which contribute to our food parcels. One of our members also bakes fresh food such as bread, cakes as and when requested by staff to add to parcels as a kind gesture to support our community.

We have a good supply of food parcels for anyone and everyone who needs one. We are happy to drop it over to your doorstep. Nobody should feel embarrassed or worried to ask –

we're here to help and really want to whenever we can. These are not just there for those who are normally in receipt of Free School Meals as we want to help anyone and everyone who may need it. Please call us and ask to speak to Jodie Burton or any member of our inclusion team.

The **Renewal Trust** have supported families with breakfast parcels and resources over school holidays and any families requesting this support should contact our inclusion team.

Parent support

FOWH – Our school PTA - Friends of Walter Halls (FOWH) are a group of parents, careers and staff who are enthusiastic to support Walter Halls Primary School with fund raising, volunteering, social and community activities and school improvement projects.

We are always looking for new members, so whether you can commit to regular meetings or prefer to be on hand for certain events or activities or just have an idea that you'd like us to discuss, please get in touch, by emailing fowh@walterhalls.nottingham.sch.uk.

Parent courses

Mental Health Support Teams (**MHST**) are supporting our school with models of early intervention for both children and parents. They will be running parent workshops, which will include: incredible years- supporting parents with managing behaviour at home and also fears/worries workshop – supporting anxiety and worries.

MHST also accept individual parental referrals to support with individual needs.

Nottingham College has previously offered and is still offering FREE online courses to parents and careers. The courses are aimed at adults who **do not** have a GCSE in maths or English and must have lived in the UK or EU for 3 years or more to qualify.

They also offer a variety of 6 week courses such as:

- **Building confidence** when speaking and listening to others.
- **Managing emotions** when things feel overwhelming or unfair.
- **Developing resilience** when dealing with difficulties.
- **Feeling positive, working with others** and learning to **problem solve**

They can support parents/careers to develop practical strategies for supporting your child and building up their confidence to deal with the world around them.

Wellbeing bulletin

Our inclusion team have been sharing with parents/carers fortnightly support ideas and suggestions for activities/resources linked to mental health and wellbeing during COVID-19 lockdown. These are sent out via class dojo and are saved on our school website.

These will continue monthly to support our parents/carers to reach out and request additional support at home if needed and share good mental health tips and resources.

PSHE- RSE

The PSHE- RSE element of our school curriculum is to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to be out in the wider world and community. The PSHE Association supports our PSHE curriculum. Learning is embedded through the development of knowledge and skills over time. In KS1/KS2, the curriculum breadth supports learners' knowledge and understanding of Health and wellbeing, healthy relationships and living in the wider world.

Core Theme 1: **Health and Wellbeing**

Core Theme 2: **Relationships**

Core Theme 3: **Living in the Wider World**

- 1: **Health and Wellbeing** – Healthy Lifestyles, Growing and Changing, Keeping Safe
- 2: **Relationships** – Feelings and Emotions, Healthy Relationships, Valuing Difference
- 3: **Living in the Wider World** – Rights and Responsibilities, Environment, Money

We teach children important life skills – how to keep themselves safe and healthy (including digital literacy); all about positive relationships; and how they can grow as British citizens to uphold principles of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs. We also teach important character building skills – aspiration, creativity, leadership, listening, presenting, problem-solving, resilience and teamwork

Pupils are able to develop their spiritual, moral, cultural and social skills through the PSHE curriculum, to aid them to develop their confidence and enjoyment. They are also equipped with both academic and life skills to ensure the ethos of positivity runs beyond the lessons.

The teaching of PSHE makes links between the beliefs, practices and value systems of a range of faiths and worldviews studied.

PSHE also links very closely to our school values, which are embedded and talked about every week in our KS1/KS2 assemblies and our school vision of '*We are what we repeatedly do. **Excellence** is not an act, but a **habit**' (Aristotle).*

Our Values:

Respect	Pupils develop the value of respect through showing tolerance of other beliefs, opinions and cultures. Pupils are able to ask big questions and communicate these effectively whilst listening to others.
Kindness and Empathy	Pupils are able to develop their service to our school and the community through PSHE projects such as the 'Reverse advent calendar'. Pupils are able to develop courageous advocacy through challenging injustices and standing up for the rights of others. All pupils are encouraged to think about kindness to themselves as well as others.

Aspiration	Pupils are able to develop their passion and vocation and understand how PSHE can support them into their chosen pathway. We support the students to 'be the best they can be' through PSHE lessons and to ensure we support them into the wider world.
Curiosity	Pupils are given opportunities to be curious through a varied curriculum. Pupils are encouraged to and given time to explore and ask questions.
Collaboration	Pupil voice is essential and our pupils are able to work collaboratively in many ways such as through; School council, Peer mediators and Sports Ambassadors programs. Collaboration is also encouraged during work projects and at break and lunch times.
Perseverance	We often encourage our pupils to use the power of 'yet', knowing we may not always get it right but we do not give up. Pupils are encouraged to make and learn by mistakes.

At Walter Halls we have many established themed days and weeks, to support our children to understand how to keep themselves safe and to deliver the message that everyone is included and part of one big team.

Some of our themed weeks/days include:

Healthy lifestyles week

Mental health Week

Anti-bullying week

Safer internet

Autism awareness

RSE day

Harvest

Black history

Time to talk day