



'BE THE BEST YOU CAN BE!'

SOCIAL & EMOTIONAL SUPPORT Policy

Lead person responsible:

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Date: March 2026

Review Date: March 2027

Please note that the version of this document contained within the **Policy Folder on our school network** is the only version that is maintained.

Any printed copies or PDF versions should therefore be viewed as "uncontrolled" and as such, may not necessarily contain the latest updates and amendments.

Introduction

Year groups are briefed at the beginning of each year about the support offered by the Emotional Support Lead.

The following procedures for initiating Emotional support for a pupil are:-

- The Emotional Support Lead will agree with staff members which pupils require social and emotional support.
- The Emotional Support Lead will negotiate with the class teacher a suitable day and time for pupils to visit him.
- The Emotional Support Lead can work with a pupil for 2 sessions before written permission is sought from parents.
- The informing of parents/carers regarding social / emotional support will be undertaken once it is clear how much time and the level of support the Emotional Support Lead will be giving to the pupil. It is the responsibility of the class teacher to inform parents/carers; a letter of consent is given to parents to sign. A copy of this letter is kept in the Class Information file.
- The SEND Leader and / or the Emotional Support Lead are willing to attend initial meetings between the class teacher and parents/ carers to explain the support available for their child, reasons for the support, the organisation and procedures for delivering the support.
- Occasionally, changes may occur to the Emotional Support Lead's timetable due to additional commitments or changes in the school calendar, emergencies etc. Staff members need to be aware of these possibilities and therefore be prepared to be understanding of timetable adjustments.
- Pupils will not 'self-refer' directly to the Emotional Support Lead. They must speak to the class teacher first so that their needs are raised and can be met appropriately.
- Parents or Carers who wish to refer their child for social, emotional support must speak to the class teacher and/or SEND Leader before their child's needs are addressed. (Referrals may also come via the Head teacher, Deputy Head, Inclusion Lead and Social Services).
- Every term the Emotional Support Lead will give each Year Leader an updated list of pupils that he is currently supporting. It is the responsibility of the Year Leaders to distribute this information to their colleagues. Class teachers should keep this list in the Class Information file. The Emotional Support Lead will also distribute copies to the Head Teacher, Deputy Head Teacher, Inclusion Lead / Assistant Head Teacher, SENDCo and the Welfare Officer.
- The Emotional Support Lead keeps confidential, dated notes of the pupils he supports.
- An informal meeting may be initiated by the Emotional Support Lead or the class teacher if feedback or a review of a pupil's progress is required.
- The Emotional Support Lead will initiate a formal meeting with the SEND Leader each term to review the progress of pupils who are supported on a long-term basis.

- During review meetings, it is good practice for class teachers to take responsibility for keeping a record of significant information and strategies that may be useful to help move a pupil forward emotionally. This information must then be stored in the Class Information file so that it is accessible for any colleague who teaches / supports that pupil. Information discussed during these meetings may also inform the writing of targets/desired outcomes and strategies on an ISP (Individual Support Plan) / BSP (Behaviour Support Plan) / SP (SEND Plan). Class teachers are responsible for passing on relevant information about the amount and the nature of support a child received to the next year's class teacher via the Transfer Sheets (Class Information File) and during the Transition discussion.
- The Emotional Support Lead will also meet with the class teachers at the beginning of a new academic year to agree continued support being offered.

Working with Parents/Carers and External Agencies

It is imperative to inform parents/carers if:

- A pupil is going to be receiving support for his/her social / emotional needs on a long-term basis.
- If a child during the course of any discussion with the Emotional Support Lead gives him a cause for concern related to child protection issues then the Designated Safeguarding Lead (DSL) and the Head Teacher or Deputy Head Teacher will be notified **immediately** so that appropriate action can take place.
- The Emotional Support Lead will liaise with staff, and arrange to meet and discuss with parents issues that are affecting their child in school explain the strategies that will be used in school for support.
- The Emotional Support Lead and or SEND Leader / Inclusion Leaders / DH / HT will communicate with parents / carers about appropriate strategies that can be continued at home / adjusted to home contexts in order to support the child's development with a consistent approach.
- The SEND Leader / Designated Safeguarding Lead will share information from external agencies with the Emotional Support Lead, Head Teacher (Deputy DSL), Deputy Head Teacher, Inclusion Leader and Welfare on a need-to-know basis.
- The SEND Leader / Designated Safeguarding Lead, (DSL) will share the progress of a pupil receiving Social and Emotional Support with external agencies as appropriate.