



'BE THE BEST YOU CAN BE!'

SOCIAL & EMOTIONAL SUPPORT Policy

Lead person responsible:

Ms J Ash / Ms M Strangeman

Date: September 2022

Review Date: September 2023

Introduction

Year groups are briefed at the beginning of each year about the support offered by the Social and Emotional Support Teacher, M. Strangeman (M.St.)

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

- M. St will agree with staff members which pupils require social and emotional support.
- M. St. will negotiate with the class teacher a suitable day and time for pupils to visit her.
- M. St can work with a pupil for 2 sessions before written permission is sought from parents.
- Occasionally, changes may occur to M. St's timetable due to her commitments, 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 M. St. 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 Leaders and social services).
- Every term M. St. will give each Year Leader, the SEND Leader, an updated list of pupils that she is currently supporting. It is the responsibility of the Year Leader to distribute this information to their colleagues. Class teachers should keep this list in the **Class Information file**. M. St will also distribute copies to the Head and Deputy and Inclusion Leaders/ Assistant Heads and the Welfare Office.
- M. St. keeps confidential, dated notes of the pupils she supports.
- Class Teachers must annotate their daily plan for the lesson missed **CLEARLY** if a pupil is receiving emotional support, as they must do for all other additional support / intervention.
- An informal meeting may be initiated by M.St or the class teacher if feedback or a review of a pupil's progress is required.
- M.St 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.

- M.St will also meet with the class teachers at the beginning of a new academic year to agree continued support being offered.
- Mr Revri is currently supporting some pupils in year 4 and 5, (he has supported the year 5 pupils since they returned to school from 'Lockdown' due to COVID; he liaises closely with Ms Strangeman.

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.
- The informing of parents/carers regarding Social/ Emotional Support will be undertaken once it is clear how much time and the level of support M. St 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 is willing to attend initial meetings between the class teacher and parents/ carers to explain the support available for their child, reasons for the support, organisation and procedures etc.
- M. St is 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 procedures etc. she will explain her role to the parents.
- If a child during the course of any discussion with M. St. gives her 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.
- M.St will liaise with staff, and arrange to meet and discuss with parents issues that are affecting their child in school and inform them as to what strategies are being used in school for support.
- M.St 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 with M.St, HT, DH and Inclusion Leader) and Safeguarding Leaders, (ML, LB). (on a need to know basis) information from external agencies working with pupils / families.
- The SEND Leader / Designated Safeguarding Lead, (DSL) will share the progress of a pupil receiving Social and Emotional Support with external agencies as appropriate.

Addendum – Amendments due to COVID-19

Following the full re-opening of school after the COVID-19 lockdown, in order to support pupils' well-being, some additional procedures have been implemented. This will enable social and emotional support to be continued and made available to all year groups whilst maintaining the security of the Year group PODS.

- As Ms Strangeman works two days per week, Mr Revri will also be supporting pupils with Social / Emotional needs.
- Ms Strangeman will focus upon year 5 and 6 working only with ONE year group per day.
- Mr Revri will focus upon Years 3 and 4 and working only with ONE year group per day.

Referrals

Referrals for Social and Emotional Support will be made following the same procedures as before – whilst Mr. Revri is working with years 3 and 4 referrals for these year groups should be made directly to him.

Social distancing

Mr Revri and Ms Strangeman will maintain a social distance from the pupils they work with.

If it is necessary to meet with parents – 'Virtual meetings or telephone meetings may be organised.

If it is necessary to meet with parents in person, they will be invited to the school. On entry they will be asked to sign a declaration to say that neither they nor their family members have any COVID symptoms.

Sharing information

Both Ms Strangeman and Mr Revri will liaise with class teachers/ Year leaders, SEND and Inclusion Leaders.

Ongoing interventions

Following the first two sessions with a pupil – parental consent will be required for the support sessions to continue.