Our Ways of Working

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Northwich Education Partnership

Supporting Emotional and Social Needs

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**Northwich Education Partnership**

**Our Way of Working – Supporting Social and Emotional Needs**

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| **WHOLE SCHOOL APPROACHES**  **Policies (inc links to DfE Guidance)**   * **Admissions**   [School admissions code 2021 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1001050/School_admissions_code_2021.pdf)   * **SEND**   [SEND\_Code\_of\_Practice\_January\_2015.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)   * **Behaviour/Exclusions**   [Behaviour in Schools - Advice for headteachers and school staff (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf)  [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf)   * **Attendance**   [Working together to improve school attendance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073616/Working_together_to_improve_school_attendance.pdf)   * **Safeguarding**   <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf>   * **Children with health needs**   [Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3) & [Additional health needs guidance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/941900/health_needs_guidance_accessible.pdf)  **Strategies**   * Strategic School Improvement Plan; must include **Behaviour and Attitudes Key Performance Indicators** * Consistent approach to managing all behaviours – one page behaviour audit      * Our Way of Working – Trauma Informed Continuum and One page Audit Tool for schools - [Resources – West Cheshire Children's Trust (westcheshirechildrenstrust.co.uk)](https://westcheshirechildrenstrust.co.uk/our-way-of-working/resources/) * Attachment/Trauma Award - [Cheshire West and Chester Virtual School: Attachment Friendly and Trauma Aware School Award (cheshirewestvirtual.school)](https://www.cheshirewestvirtual.school/page/attachment-friendly-and-trauma-aware-school-award/122896) * Pupil Premium -<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium> * Anti-bullying - [Preventing bullying - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/preventing-and-tackling-bullying) * Attendance and Emotionally Based School Non-attendanceBest Practice Guide**–** CW&Ctemplate Attendance Policy |

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| **STAFF SUPPORT AND PROFESSIONAL DEVELOPMENT**  All staff are supported in the delivery of consistent approaches to managing behaviours by the school SLT with (when relevant) specific input from the SENDCO (Special Educational Needs and Disability Co Ordinator), ELSA, Inclusion Manager.  **Staff Support**   * Regular supervision * Peer mentoring * Self-review supported by senior leader * Solution focused problem solving when specific challenge arises – supported by senior leader * SENDCO (Special Educational Needs and Disability Co Ordinator), DSL (Designated Safeguarding Lead) offering support and advice to class teachers and teaching assistants for specific pupils; for example, those with a social worker or an EHCP   **Professional Development**  Dedicated time for whole school and targeted training linked to developing whole school/individual staffs’ understanding of supporting children with social and emotional needs. Developing knowledge, skills and embed good practice – this will also enable capacity building within schools.   * Teacher Standards (7. Manage behaviour effectively to ensure a good and safe learning environment) - <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf> * Education Inspection Framework (EIF; February 2022 p233 - 248) and Ofsted Handbook (February 2022) - <https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#behaviour-and-attitudes>   [https://www.gov.uk/government/publications/education-inspection- framework/education-inspection-framework](https://www.gov.uk/government/publications/education-inspection-%20%20%20%20framework/education-inspection-framework)  **Quality First Teaching, Specialist and Leadership Qualifications**  **Department for Education Information** - [National professional qualifications (NPQs) - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/national-professional-qualifications-npqs-reforms/national-professional-qualifications-npqs-reforms)  **Cheshire Teaching School Hub -** [Cheshire Teaching School Hub - Specialist and Leadership NPQs (cheshiretsh.co.uk)](https://www.cheshiretsh.co.uk/page/?title=Specialist+and+Leadership+NPQs&pid=29)   * National Professional Qualification for Leading Behaviour and Culture * National Professional Qualification for Senior Leaders   **Education Endowment Foundation** *(The EEF support schools in improving Teaching and Learning through evidence-based practises)*  *Behaviour Interventions*  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  *Self-Regulation in the Early Years*  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-strategies&utm_medium=search&utm_campaign=site_searchh&search_term>  *Improving Behaviour in schools*  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>  **Inclusion/SEND – whole school**  **Our Way of Working – a trauma informed approach**  <https://westcheshirechildrenstrust.co.uk/our-way-of-working/training-for-you/>  **Autism Service Training -**[Autism Service - Specialist School Support (Education) | Live Well Cheshire West (cheshirewestandchester.gov.uk)](https://www.livewell.cheshirewestandchester.gov.uk/Services/1276)  **Free** Autism Service Training for Schools.  Training offers change on a termly basis as the service responds to current concerns highlighted in referrals. Themes may include –   * Supporting Pupils with a Sensory Need * Supporting pupils at transition points throughout the day and school year * Language and Communication Differences in children with Social Communication Difficulties * Developing an awareness of self * Autism and Safeguarding   Cheshire West and Chester Council have joined the local Licenced Autism Education Trust Partnership (AET). The Early Years Specialist Teaching Service and The Autism Service can now deliver the AET Training Programme alongside experienced colleagues from Hinderton, Rosebank and Greenbank Schools.  The AET promotes and supports partnerships throughout the education system to improve educational access, experience, and outcomes for autistic children and young people.  As AET Partners in Cheshire West and Cheshire we want to ensure that training for early years, schools and post-16 settings is accessible and of high quality.  For further information please contact: Carole Christian , Assistant Head, Hinderton School 0151 329 2142 / [carole.christian@hinderton.cheshire.sch.uk](mailto:carole.christian@hinderton.cheshire.sch.uk)  **Early Years Specialist Teacher Service -** [Early Years Specialist Teaching Service | Live Well Cheshire West (cheshirewestandchester.gov.uk)](https://www.livewell.cheshirewestandchester.gov.uk/Services/1601)  The Early Years Specialist Teaching Service (EYTS) is a team of experienced specialist education professionals, who provide advice and support for Early Years providers to help them support and successfully include children with Special Educational Needs and Disabilities (SEND). Training offer detailed below.    **Behaviour Consultant Services -** [www.donnadaviestraining.com](http://www.donnadaviestraining.com)  Donna Davies [Donnadaviestraining@outlook.com](mailto:Donnadaviestraining@outlook.com) 07791021395   * Classroom Management * Team Teach Training * Thrive Approach (de-escalation and fully understanding what is happening for the young person)   **Outreach Support from Special Schools -**  Mainstream schools can request support from the nearest SEND school or nearest specialist school involved in this outreach offer. This includes whole school training, professional development as well as school to school support to develop a piece of work e.g. a focused school improvement project or specific advice guidance and support    **Emotional Wellbeing and Mental Health**  **Child and Educational Psychology Service training -** <http://ecwip.education/>   * ELSA * Reducing Parental Conflict * Mindfulness (pupils, staff and transition focus) * Emotion Coaching   Psychology of Resilience  **\*FREE\* Online accredited training -** [Free Online Courses UK - Free Courses in England](https://freecoursesinengland.co.uk/)   * Mental Health First Aid * Children’s Mental Health * Behaviour that Challenges in Children * Special Educational Needs * Understanding Autism * Adverse Childhood Experiences * Understanding Specific Learning Difficulties – Dyslexia, Dyspraxia etc     **Senior Mental Health Lead in School – DfE initiative**  <https://www.gov.uk/guidance/senior-mental-health-lead-training#who-the-training-is-for> and <https://www.gov.uk/guidance/senior-mental-health-lead-training>  Senior Mental Health Lead in Schools training grants.  The DfE *‘encourage you to identify and train a senior mental health lead, to develop your whole school or college approach to mental health and wellbeing. This will help your school or college to better promote and support the mental wellbeing of pupils, students and staff, and make best use of existing resources.’*  **Safeguarding**  **If you have concerns about a child’s welfare or feel that they may be being abused or neglected, please contact the Integrated Access and Referral Team (I-ART) or the Emergency Duty Team (out of hours). Cheshire Police can also be contacted on 0845 458 0000 (999 in an emergency).**    **TAF Advice, Support and Training – Early Help and Prevention Service**  District TAF Advisor: Becca Walsh Email: Rebecca.Walsh@cheshirewestandchester.gov.uk Mobile: 07788 655 426  **Training** - [Training opportunities | Early Help and Prevention News (ies-news.info)](http://ies-news.info/training-opportunities/)   * TAF (basic) * TAF (enhanced) * Suicide Prevention * Mental Health & Emotional Wellbeing Training * Reducing Parental Conflict   **Cheshire West Safeguarding Children Partnership -** [**https://www.cheshirewestscp.co.uk/**](https://www.cheshirewestscp.co.uk/)  **Training offer includes** - <https://www.cheshirewestscp.co.uk/training/>   * Safeguarding Children – up to level 3 * Controlling & Coercing, Stalking & Harassing * Domestic Abuse * Female Genital Mutilation * Responding to Sexualised Violence * Responding to Children Affected by Sexual Abuse * Neglect – Nature, Prevalence and Long-term Impact   **Safeguarding Children in Education Team -** [**https://www.cheshirewestscp.co.uk/professionals/scie/**](https://www.cheshirewestscp.co.uk/professionals/scie/)  The service is responsible for ensuring that all children in Cheshire West and Chester schools “feel safe and are protected”. They will achieve this by ensuring that all schools are aware of and effectively discharge their safeguarding responsibilities by providing advice, support, challenge and training in respect of safeguarding policy, procedure and practice.  If you require advice or support you can contact –  Pam Beech – Northwich & Winsford Area, SCiE Officer  Tel: 07917587559  **Attendance – whole school**  **Emotional Based School Non-attendance Best Practice Guide Training -** [**https://ecwip.education/Article/61394**](https://ecwip.education/Article/61394) **-** developing a whole school approach for supporting children experiencing emotional based barriers to attending school.  **Education Welfare Service Training –**  School Attendance Induction Training.The course is suitable for Data Managers, Attendance Leads, the Family Support workers allocated to Attendance and the Administration Officer for attendance.  The breakdown and agenda of what is covered is below:   * Changes as of January 2018/LA Statutory Duties * Attendance Policy/Registers * Audit/Roles and Responsibilities * Data and analysis/School Census * Recording/Attendance Flowchart/Early Intervention * Entrenched Cases * Legal Sanctions * Medical Needs * CME   To book the training please telephone or email to arrange a date and time: Morag Bragger 07920 295257 or [morag.bragger@cheshirewestandchester.gov.uk](mailto:morag.bragger@cheshirewestandchester.gov.uk)  **DfE Attendance Webinars -**  <https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts>  Schools and multi-academy trusts (MATs) share their different techniques for improving attendance rates in their settings. Topics covered include –   * creating a culture of excellent attendance through a pastoral approach * Susan Morris-King, one of Her Majesty’s Inspectors and also Ofsted’s National Lead for behaviour and attendance, reports the main findings of Ofsted’s ‘Securing good attendance and tackling persistent absence’ report. * monitoring and improving attendance across all of the schools in a trust |

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| **Pupil Specific Approaches**  **Focus on identifying individual pupils needs and putting support in place at the earliest opportunity. Use our understanding of trauma informed approaches in the first instance. This will include initial observations, assessments and consideration to contributory factors to presentation. Thought should be given to all areas of SEND including cognition and learning, communication and interaction, social, emotional and mental health as well as sensory and physical needs.**  **Please use the Cheshire West and Chester Primary and Secondary Inclusion Framework for reference with regards to the graduated approach.**    **Initial concerns – Phase 1 – Monitoring and Early Support**   * Quality First Teaching in all classrooms * Systems in place to monitor attainment, progress and wellbeing * Involve parents and carers in discussions * At the point need is identified consider support including – access to booster sessions (literacy/maths), individual reward systems, ELSA session, small group support, visual timetable, sensory circuits/breaks, identification of safe space etc.   **Autism Service – Quality First Teaching approaches**  Key strategies for ensuring QFT and approaches for engaging children within the classroom who may have social or communication needs. Includes specific strategies and resources to help with problem solving IE for pupils who find it hard starting a task, difficulties during unstructured times, organisation etc.    **SEND Support - Phase 2 – Holistic Assessment and Information Gathering Tools**  **Assessments are essential to identify areas of need and inform robust individualised SMART plans of support and intervention – this should always include pupil and parent voice**  **ABC Chart**  This helps to reflect and gain a better understanding of triggers regarding unwanted behaviours and what it may be communicating – analysing outcomes and creating a specific targeted plan to improve behaviour outcomes is a next step.   * 'A' stands for antecedents, that is, what happens immediately before the behavioural incident and can include any triggers, signs of distress or environmental information. * 'B' refers to the behaviour itself and is a description of what actually happened during the incident or what the behaviour 'looked' like. * 'C' refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the child.     **Strengths and Difficulties Questionnaire (SDQ) document (only available in PDF)**  The strengths and difficulties questionnaires are a widely used instrument to screen for emotion and behaviour worries in children and adolescents. The strengths and difficulties questionnaire’s wording is designed to focus on a child’s emotional and behavioural strengths as well as difficulties.    **Sensory Checklist, additional information and Sensory Plan templates**  Sensory processing is strongly linked to our emotional state, regulation and stress. When we are worried, anxious or upset, our tolerance to certain sensory stimuli such as noise or movement may be reduced. When we are calm and relaxed, we are more tolerant of noises, smells and other incoming sensory information. We all have different sensory systems and perceive the incoming sensory information from our surroundings in different ways. Most people react automatically to incoming stimuli, by adjusting their behaviour and actions to respond appropriately. However, if sensory processing difficulties are present, this automaticity may be a little more difficult.    **Boxall Profile Assessment Tool -** <https://boxallprofile.org/>  An online tool to assess and plan for children with unmet social, emotional and behavioural needs.  **Fagus Educational Resource -** [www.fagus.org.uk](http://www.fagus.org.uk)  A framework to support children’s emotional and social development - to identify need and plan intervention)  **Emotional Literacy Support Assistants (ELSA) Support**  At least one staff member to receive ELSA training;  [**PsychologyAdmin@cheshirewestandchester.gov.uk**](mailto:PsychologyAdmin@cheshirewestandchester.gov.uk)(Will provide you with training details)  Website link below has lots of targeted resources dependent on need;  <https://www.elsa-support.co.uk/>  **Person-Centred Planning / Tools eg. One Page Profile Training -** <http://helensandersonassociates.co.uk/>  Link provided includes key principles of person-centred planning and one-page profiles. Including good practice, training and resources.    **Wishes and Feelings work (pupil voice)**  Use tools to elicit pupil views – undertaking this with a trusted adult in a child centred and thoughtful way is key.    **Our Way of Working Resources -** <https://westcheshirechildrenstrust.co.uk/our-way-of-working/resources/>  Link to a bank of resources in one place for supporting vulnerable pupils. Includes information about services, good practice, resources and much more.  **Individual targeted support, interventions, plans and reviews**  **Multi Element Support Plan**  This is an alternative to a behaviour support plan. It builds on the ABCD charts and informs planning support, including skills development. It is a central point to hold the CYP views as well as documenting the environmental changes and strategies to be implemented to support the pupil’s individual needs.    **Behaviour Support Plan**  Pupil and parent voice should always feed into any support plan.    **Risk Assessment**  If presenting behaviour includes physical violence or requires physical handling, then a Risk Management Plan needs to be put in place immediately.    **Sexualised behaviour resources**   * Traffic light tool for recognising worrying sexual behaviour in children and young people   <https://www.parentsprotect.co.uk/files/PP_Primary_Traffic_Lights_5_11_ENG.pdf>   * Further advice, signposting and resources can be found on the following link –   <https://www.cheshirewestscp.co.uk/professionals/sexually-harmful-behaviour/>   * The Safeguarding Children in Education (SCiE) Team are also available to offer advice to schools –   <https://www.cheshirewestscp.co.uk/professionals/scie/>   * Sexualised Behaviour Risk and Support Management Plan – This should be completed with collaboration with all other services supporting the child/family     **CW&C SEND Documents –** includes SEND Pupil Profile and SEND Inclusion Framework (see above)    **Individual pupil support plan should set SMART targets that are reviewed regularly to measure the impact of the support and interventions that have been put into place – assess, plan, do and review in line with the graduated approach**  **Multi-agency Support – Phase 3**  **Referrals to services for further advice, support or targeted interventions**  **Early Years Specialist Teacher Service**  <https://www.livewell.cheshirewestandchester.gov.uk/Services/1601/Early-Years-Speciali>  The Early Years Specialist Teaching Service (EYTS) is a team of experienced specialist education professionals, who provide advice and support for Early Years providers to help them support and successfully include children with Special Educational Needs and Disabilities (SEND).  What can the EYSTS offer? The specialist teaching service will:   * Make detailed assessments of a child's level of development and special educational needs in context of their early years setting. * Work closely with parents, so that they are fully included in planning for their child's special educational needs and are able to make an informed choice about their child's education. * Provide advice and support for staff in early years settings, so that they are better able to support the child. * Provide specialist training for early years providers. * Work with a range of professionals to ensure a co-ordinated approach to supporting the child's learning needs.   The link above will take you to the EYSTS Local Offer page which includes the referral process and documents as well how to access early years funding. Additional information is also available regarding -   * Guidance for completing Action for Inclusion plans * Guidance for completing targeted interventions   **Autism Service – Specialist School Support**  <https://www.livewell.cheshirewestandchester.gov.uk/Services/1276/Autism-Service-Spe>  The Autism Service is a team of professionals providing advice and support for mainstream schools aiming to improve inclusion and provision for pupils (4-19 years) with Autism or related Social Communication difficulties.  Special Needs Coordinators (SENCOs) in mainstream schools contact the Autism Service when they need advice and support to meet the needs of children with social and communication difficulties and Autism Spectrum Conditions. Schools must have parental consent to make a request to the Autism Service.    **Child Educational Psychology Service**  <https://www.livewell.cheshirewestandchester.gov.uk/Services/660>  Child and Educational Psychologists (CEPs) are applied psychologists working with children and young people, their families, schools/settings and other professionals. We provide advice on children and young people's learning, social, emotional, behavioural and developmental needs. We provide this advice to school staff, parents and other professionals.  **Education Access Team- Early Intervention Referral (risk of exclusion)**  <https://www.livewell.cheshirewestandchester.gov.uk/Services/644>  The Education Access Team offers early intervention, outreach support on a 1:1 and group work basis to mainstream primary and secondary schools, as part of a wider multi agency support plan to pupils; through a need’s led assessment for those who are vulnerable to the risk of permanent exclusion. The work is centred around a trauma led approach and includes work around engagement in school and lessons, reduction of verbal and / or physical incidents of negative behaviour and promotion of safe behaviour for themselves and others.    **Discussion at NEP Triage Session**  Held half termly – contact Sue Mills – Headteacher at Cuddington Primary School for more information at [head@cuddington.cheshire.sch.uk](mailto:head@cuddington.cheshire.sch.uk)    **Speech and Language Therapy**  The Paediatric Speech and Language Therapy (SaLT) service supports children and young people, aged 0 - 19 years-old, who have difficulties with speech, language, communication, stammering, social interaction skills, feeding and swallowing difficulties.  SALT Advice Line – Tuesdays 12.00 pm - 4.30 pm  Tel: 07825 103893  SALT Indicators Checklist to be completed prior to referral. Referrals **MUST** becompleted using the online form – link to both -  [Paediatric Speech and Language Therapy :: Mid Cheshire Hospitals NHS Foundation Trust (mcht.nhs.uk)](https://www.mcht.nhs.uk/our-services/community-services-ccicp/paediatric-speech-and-language-therapy)  Resources for topics including hints and tips for early and tips for Attention and Listening, Understanding, Using Language and Speech Sounds. *Use the link above.*  **Occupational Therapy ‘Spotts’ (**Sensory Processing Occupational Therapy Support Service)  Online training to support school’s understanding of sensory processing difficulties  <https://www.eventbrite.co.uk/o/spots-cheshire-40963500243>  Catherine Alexander  [Ccicp.sensoryotadmin@mcht.nhs.uk](mailto:Ccicp.sensoryotadmin@mcht.nhs.uk)    **The Children and Young People Wellbeing Hub – CAMHS Service**  <https://www.mymind.org.uk/services-and-contacts/south-cheshire-vale-royal/cyp-wellbeing-hub/>  the wellbeing hub offers –   * telephone advice line will be available for health, social care and education professionals and families/carers, to seek guidance and support regarding children and young people up to the age of 18. This service provides the caller with an opportunity to talk to a mental health professional about specific mental health concerns regarding a child or young person. * The CYP Wellbeing Hub will on occasion provide brief intervention/therapeutic work to children & young people (involving their family member(s)/carer(s) where able/appropriate) to support them with their mental wellbeing. * The CYP Wellbeing Hub will conduct face-to-face risk assessment and discharge support to Leighton Hospital Inpatient Paediatric Service for children and young people up to the age of 16 whom are admitted on the self-injury pathway and are not open to a mental health service. * The CYP Wellbeing Hub can provide face-to-face consultation and training to any health, social and education professionals whom work directly with children & young people and their families/carer(s).   The advice line is available between 13:00 - 17:00 Monday to Friday exc. bank holidays.  Advice line: 01606 555 120  **ALL CAMHS REFERRALS NEED TO BE MADE VIA THE WELLBEING HUB**  **Community Paediatrician Team Referral**  Prior to making a referral consider strategies within the *‘Guidance for the Multiagency Map: to support the Emotional Health and Wellbeing of Children and Young People’* document as this is recognised as good practice, however, if you wish to progress an assessment for a child you **must** use the referral form and Social Skills Questionnaire below – both of these documents must be **fully** completed for a referral to be considered.    **Referrals to health services –** <https://www.livewell.cheshirewestandchester.gov.uk/Information/Referrals_to_Health_Services?categoryId=5152> - including Paediatrician, SALT, Physio, OT and CAMHS can be found on the Live Well Cheshire West site.  **Special Educational Needs Team – (SEN Team)**  Advice and support can be sought from the SEN Team via your allocated SEN Advisory Officer or through attendance at regular SENDCO Clusters.  **Advice and guidance for children with a Social Worker CiN/CP**  Advice on relevant statutory guidance, local and national good practice, policies and  procedures as well as signposting information for appropriate services can be given to  promote education of children with a social worker. Advice may be sought by the system around  the child (a social worker/school individually or a joint discussion).  Please contact Natalie Brotherton - Education Advisor for Children with a Social Worker CiN/CP on  [natalie.brotherton@cheshirewestandchester.gov.uk](mailto:natalie.brotherton@cheshirewestandchester.gov.uk) or 07557847374  **Therapeutic Interventions**   * Play Therapy Intervention - Carrie Day - [Carriedayplaytherapy@gmail.com](mailto:Carriedayplaytherapy@gmail.com) or <http://carriedayplaytherapy.co.uk/> * Animal/play/talking therapies – Creative Action Team   <https://www.creativeactionteam.com/about>  **Alternative Provision**  **Queensbury-**  https://www.queensberryap.com/  Paul Cooper - 07769294311  [paul@queensberryap.com](mailto:paul@queensberryap.com)  **Primary RESPECT Programme -** <https://www.cheshirefire.gov.uk/young-people/primary-respect>    **Route 5 Pursuits (R5P)**  We work alongside staff and children to reshape provision to meet unmet emotional need. We offer outdoor education and motivational programmes for disengaged children in KS2. This is a bespoke offer supporting schools to enable children who might be at risk of exclusion or non-engagement to experience success and encourage positive engagement in education.  All schools are welcome to contact R5P directly to discuss their individual needs in order to support their specific requests and ensure programmes are bespoke for their cohort/ young people.  **Britta Wright Roger Rayner**  07732450407 07803285154  [britta\_wright@sky.com](mailto:britta_wright@sky.com) [route5pursuits@outlook.com](mailto:route5pursuits@outlook.com) |

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| **Support and signposting for parents/carers**  **It is vital that we support families without judgement, building relationships with a strengths based approach with compassion and understanding**  **Support**  **Information, Advice and Support Service -**  The Information Advice and Support Service helps parents and carers, children and young people who have difficulties with learning and/or a disability from birth to 25 years, their parents and carers.  **Telephone:** 0300 123 7001  **Email:** iasservice@cheshirewestandchester.gov.uk  **Starting Well 0 – 19 Service**  For parents needing advice and support on health-related matters. The duty team are based at Wharton Children’s Centre. The duty team will place child/family for allocation to a school nurse if further support is required.  Duty service is available Monday to Friday 9am – 5pm on **01606 555285.**  **Resources**  Information available on Live Well Cheshire West - <https://www.livewell.cheshirewestandchester.gov.uk/Categories/3528> includes information on topics including –   * Staying healthy – health screening, immunisations, illness and health * Emotional Wellbeing – separation, stress, anxiety, self-harm, bullying and loss * Parent participation and support * Managing behaviour * Drugs and alcohol   Resources available for parents on Live Well Cheshire West –  <https://www.livewell.cheshirewestandchester.gov.uk/Search?CategoryId=4974&SM=InformationPageSearch&UDG=True&SME=True> – includes resources on topics such as –   * Triple P and 123 Magic online parenting support courses * Everyday Parenting – online programme * Parent support and online chat – Gingerbread * Sleep related issues * Reducing parental conflict   TAF information for parents - <https://www.cheshirewestandchester.gov.uk/residents/health-and-social-care/children-and-young-people/team-around-the-family/taf-a-guide-for-parents-and-carers.aspx>  **Parental empowerment- programmes for parents – universal offer**  **Parentalk – The Primary Years Programme**  <https://www.careforthefamily.org.uk/courses/courses-for-parents/parentalk-courses/>  Parentalk provides parents with the opportunity to talk about the day-to-day challenges they face, as well as looking at valuable principles and easy to apply techniques throughout the parenting journey.  **Youth Connect 5 –** [**https://youthconnect5.org.uk/trainers/**](https://youthconnect5.org.uk/trainers/)  Youth Connect 5 is a course that gives parents and carers the knowledge, skills and understanding to help their children develop strong emotional wellbeing through resilience-building techniques. Training has been rolled out to Northwich and Winsford Schools to support parents.  **123 Magic**  A number of schools across the partnership run this parenting group including Leftwich Community Primary School and Charles Darwin Primary School. If you have a parent that would benefit from attending this then please contact partner schools to explore when the next programme if running.  **Incredible Years Parenting Programme**  This is facilitated by the Starting Well Service at Wharton Children’s Centre. It is for families with children under 5 but parents can still access if they have a sibling over 5 years. Contact the Starting Well Service on **01606 555285** for more information.  **Learning and Skills Hub - Family Learning**  The Learning and Skills Hubs provide an opportunity for parents to meet with others, in the community, whilst attending a range of bespoke workshops, courses and mentoring programmes – some of which are accredited.  Parents can develop a range of skills that can help you at home and any future career aspirations.  Some sessions are planned to include children, whilst others are for adults only. Programmes offered include helping your child with phonics, reading and maths, family art, first aid, family finances and computing. This is a \*free\* service.    **Referral form** - <https://forms.office.com/Pages/ResponsePage.aspx?id=EC25zcsjwUqpszT0-qooUSlgr_css29FoqxoKlI5YplURDY0VEhQVk9TV0k5OVJaVU4yUFpMR0VaQy4u>  **Service contact** – Nina Hallmark - [nina.hallmark@cheshirewestandchester.gov.uk](mailto:nina.hallmark@cheshirewestandchester.gov.uk)  Emma Cawley - [Emma.Cawley@cheshirewestandchester.gov.uk](mailto:Emma.Cawley@cheshirewestandchester.gov.uk)  **Enhanced multi agency support for families**  A TAF assessment and support plan may be offered to support a family holistically. A TAF focuses on early help and interventions. It helps families at the partnership plus level on the continuum of need. It delivers a more effective early support service to children and their families. TAF identifies additional needs and vulnerabilities and then looks at the actions required to meet those needs.  Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years.  If you require support or advice, you can contact the District TAF Advisor: Becca Walsh  Email: [Rebecca.Walsh@cheshirewestandchester.gov.uk](mailto:Rebecca.Walsh@cheshirewestandchester.gov.uk) Mobile: 07788 655 426  **Support available from Early Help and Prevention**  If you require advice or support Early Help and Prevention have a duty line that can be accessed daily – Northwich and Winsford: 01244 972908  Request for further support from Early Help and Prevention Service can be made via a referral to i-ART – a TAF will usually have to be in place. If a family is being supported by a Family Intervention Worker, they will be able to access the following -   * Core Assets - Targeted Early Help and Prevention Emotional Health and Wellbeing Service * Specific Parenting Programmes * Domestic Abuse Service   **Starting Well 0 – 19 Service**   * Health Assessment as part of a TAF * Colleague from the Starting Well Service is able to offer the Next Steps Programme if the child is not clinically indicated as requiring CAMHs tier 2/3 intervention.   **Multi-agency Toolkit -** <https://www.cheshirewestscp.co.uk/wp-content/uploads/2020/11/Multi-Agency-Assessment-Toolkit-FINAL-updated-05.11.2020.pdf>  This multi-agency assessment toolkit has been developed to support those working with children and families to more easily and effectively identify specific needs/risks so that targeted interventions can follow. Tools include –   * Graded Care Profile * Home Conditions Assessment * Strengths and difficulties questionnaire * Resilience and vulnerability matrix * Brook: sexual behaviours traffic light tool * Child Sexual Exploitation (CSE) screening tool * Team around the Family (TAF) * Risk Indicator Checklist (RIC or DASH/RIC) * Parenting under pressure   **Our Way of Working – request for -**  **Multi Agency Supervision -** <https://westcheshirechildrenstrust.co.uk/our-way-of-working/multi-agency-group-supervision/>  The framework is to support all partners working with a child/young person to jointly assess need, risk and vulnerability. It enables joint decision making, strengthening how we can work in a preventative way to develop a plan to address need and risk.  **Learning Conversation -** <https://westcheshirechildrenstrust.co.uk/our-way-of-working/learning-conversations>  A framework for professionals to learn, develop, reflect and review how they are working with a child or young person in order to problem solve together, think differently to support progressing a child’s plan. It is not supervision; it does not provide a framework for decision making. It focuses on professional continuous development, sharing learning and reflection.  **Cheshire West and Chester Virtual School** [Cheshire West and Chester Virtual School: (cheshirewestvirtual.school)](https://www.cheshirewestvirtual.school/)  The Virtual School in Cheshire West and Chester works with Cared for Children and Previously Looked After Children (Adoption, Care Orders and Special Guardianship Orders.) and their families to offer advice and guidance for educational settings. Details of who to contact can be found on the website above. |