

CREATING A MULTI- TIERED SUPPORT SYSTEM FOR VULNERABLE CHILDREN

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SEMH/SLCN

- Emotional wellbeing
- Social interaction
- Mental health problems
- Speech, Language and Communication

MULTI-LAYERED

- Pastoral support
- Mid- year intake
- Working with families
- Working with agencies/other support system
- Learning/the Curriculum

PASTORAL CARE (1)

- Pastoral team (Pastoral Officer, Learning Mentor, Inclusion Leader, Behaviour Support)
- Focused sessions
 - confidence building, friendship issues, living with M/H, DV
 - any issues children feel they are facing
 - safe and secure place
 - Facefront – Domestic violence – Years 5 & 6
 - Children given opportunity to speak to counsellors

PASTORAL CARE (2)

- Youth Engagement Panel – gang awareness (Years 5 & 6) + workshops on transition to secondary schools.
- ChildLine assemblies all children and greater awareness session KS2 per class, PHSE
- DAZU counselling
- Designated Medical Needs Support person + stand-ins

MID-YEAR IN-TAKE

- Admission
- Learning Mentor
- Beginners in English Groups
- First language support workers

FAMILIES

- Working with parents to enhance children's wellbeing at home
 - In the home – basis tools re better living conditions
 - Appointments
 - Breakfast
 - Charities – holidays, clothing, toys, food (Food Bank Ambassador)

FAMILIES

- Working with agencies to support parents and avoid children having to be taken into care
- Drop off/pick up - short term
- Fruits for KS2 children

THE CURRICULUM

- Nurture
- Tiger Team
- Experienced teachers as Interventionists
- All staff trained in SLCN
- Pupil Premium tracking - challenges

BEING ON ALERT

Who are they?

REALITY (1)

- **Schools cannot reverse poverty directly, but they can reduce its impact on children's life chances**

Narrowing the Gap – Giving every child the chance to succeed.

Oxford University Press

REALITY (2)

BROKE BUT NOT BROKEN

THINKING THROUGH OUR PERCEPTIONS

- As a global community, we all want to end poverty. Mia Birdsong suggests a great place to start: Let's honour the skills, drive and initiative that poor people bring to the struggle every day. She asks us to look again at people in poverty: They may be broke — but they're not broken.
- https://www.ted.com/talks/mia_birdsong_the_story_we_tell_about_poverty_isn_t_true