

# SEVENOAKS DISTRICT INCLUSION GUIDANCE

## **Rationale for using PSPs**

- **Need to address the concerns and emotional wellbeing of children and young people**
- **If concerns are understood and strategies put in as soon as possible they will be most effective i.e. early intervention**
- **If concerns are addressed early it is more likely to be effective and prevent a more intensive resource being needed later**
- **Need to implement changes to practice so that any additional workload is manageable**
- **OFSTED proposal that from Sept 2019 they will assess young people's personal development**

## **What is a Pastoral Support Programme?**

The Pastoral Support Programme (PSP) is a structured approach to clarify, document and plan an approach to support a child of concern when attending a Sevenoaks' District school.

The PSP should identify realistic outcomes for the child or young person to work towards and clarify the support provided by all attending to achieve progress. It should be focused on meeting the needs of the child or young person, be practical and manageable. The PSP should use and build upon existing plans and should not be regarded in isolation.

A Pastoral Support Programme should be set up for a child or young person where there is a significant concern about their progress

### **i.e. a child or young person**

- who is at risk of exclusion i.e. violent, disruptive, poorly motivated
- who is at risk of becoming a school refuser i.e. frequently late, difficulty coming into school, high absence rate
- who is having significant friendship issues in school i.e. frequently falling out with peers
- who is highly anxious i.e. is visibly upset, crying, generally unhappy
- who is struggling to follow routines of the class i.e. getting started on tasks, refusing to follow directions, walking out of class, refusing to work with particular adults
- who is struggling to communicate about their problems and their needs

- who lacks the confidence to work independently and needs significant adult intervention
- who is struggling to make progress where there are, as yet, no identified SEN needs

when the tracking that is taking place for the child is showing that quality first teaching interventions and adhering to behaviour policy are not proving affective in managing the concern. (Evidence of this would be included as part of the assess stage i.e. factors affecting behaviour)

### **Setting up a PSP**

A PSP needs to be set up in consultation with parents/carers and as fully as possible the young person themselves. It is important that schools work in partnership with parents and carers and that each understand their roles and responsibilities in relation to the PSP.

The PSP could be in addition to or separate from other tracking of progress, i.e. provision plan meetings.

The PSP should also specify the agreed support for the child/young person from adults in order to achieve this.

In drawing up a PSP schools should, in discussion with others:

- look at clearly naming the concern identifying the factors contributing to the concern using information gathered from a range of sources including, the young person, parents and carers, school and other relevant professionals;
- set out specific and realistic targets, and how they will be measured, agreed by all involved, including the young person, and broken down into manageable chunks;
- consider school staff resources and training that are needed to meet the child's needs;
- use the Sevenoaks Inclusion Flow Chart to consider other measures that could support progress;
- identify the input and support from the school and parents/carers that the child or young person will receive to help him/her reach the agreed targets;
- identify the input and support from all other relevant professionals and agencies that the child or young person will receive to help him/her reach the agreed targets;
- identify the recognition and rewards that the child or young person will receive when they demonstrate efforts to meet the agreed targets;
- identify the consequences that will result if the child or young person does not demonstrate efforts to meet the agreed targets including any sanctions that may be applied;

- Identify the time limit for the duration of the PSP including review dates. Any PSP should be given appropriate time to ensure the pupil has opportunity to demonstrate efforts to improve. A PSP should have a time limit, for example, 16 working weeks. During this time progress should be regularly monitored and adjustments made to the PSP as necessary;
- adapt/edit the PSP documentation as appropriate for the young person's individual needs

### **When would the PSP be completed?**

It would be expected that schools would document how they have addressed the identified concern. At early stages, this could be addressed informally i.e. a conversation between the teacher and parent/carers. However, if the concern persists it would be expected that these informal meetings would be documented as part of the assess stage of the PSP i.e. if a child was upset after leaving parent to go into school. An adult could have a conversation initially with the child about what was upsetting them and then possibly feedback to parent at the end of the day which addressed concern and may be informally recorded

### **Which school adult would complete the PSP?**

This would be a matter for the school. This would normally be the adult(s) in the school that knows the young person and family best and where they can establish a trusting working relationship. The aim is to identify as accurately as possible the contributing factors to the problem so that the most effective plan can be put in place to address the concern.

- In Primary school this could be the class teacher/SENCo
- In Secondary schools this could be the SENCo/Head of year

### **When would you consider referring the child to LIFT?**

- At any point in the assess/plan/do/review cycle the need for additional support and advice can be discussed. This would normally be a result of lack of progress following initial school/parent/child input.
- After considering the available support listed in the Sevenoaks Inclusion Guidance Flow Chart, it may be appropriate to refer to LIFT

### **Where can you access support/training?**

- Training is available via Valence School on completing PSPs
- Valence have also introduced SEMH drop-ins where you can discuss support for young people of concern
- Please contact Steve Sherrell 07920 526570 [ssherrell@valence.sch.uk](mailto:ssherrell@valence.sch.uk) for additional support advice