

1) Accurately assessing the specific needs of your students.

- Contextual information - ^{medical} EAL, SEND, ethnicity, PP, LAC disadvantaged, new arrivals
- Starting points of children
- Life experiences - home life, early childhood trauma
- Safeguarding
- identifying specific barriers to learning
- pupil voice

- Class interventions / specific, targeted intervention
- differentiated worksheets and tasks
- resources - appropriate
- get family involvement / family support worker
- behaviour mentor
- forest school
- nurture groups / provision
- links with external agencies
- play therapies - early intervention
- parent surveys / workshops
- educating new parents about school readiness - nursery / EYFS

2.

Factors to consider

- own experiences — culturally, socially, physically, emotionally, mentally
- relevance
- Social stories — chance to talk relating to own experiences

• time — feel like they've been listened to.

• their starting point

• trust

• Maslow's hierarchy of needs — basic needs

• Self esteem and Confidence — having a 'champion' behind them

• awareness

• Interests

Ensuring student engagement with the curriculum

Possible solutions

- Vote for schools — time to talk
- Primary futures (relevana) — links to local businesses
- School council — pupil voice
- empowering chn + giving them skills
- 'deep dive' to see what our context is for SEND + PP

• Staff well-being

• links with parents

— awareness drop in voice

— resources

— trust (relationship)

• Links with other schools — community support network sharing expertise

• Roots to resilience

• Overhaul of curriculum

— stripping it back

• Subject leadership — sustainable

3 Possible solutions

Resilient teachers
own well being,

Trust

Meet and greet

Knowing your

Class time

investing in children

Factors to consider

Impact of teacher experience

Training -
MHFA
ACE's
Youth

Mentors - Time to talk

Recognising our own frame of reference

Greeting all children - different hand shakes

Training

It's okay -
Safe environment to share

Life

Experiences

no

Solutions

Frame of reference

Sharing experiences

bereavement

Sharing Negative experiences

problems

help processing

How you cope - strategies

empathy
support

4+5

Timetabling

Teacher knowledge

'buy in' from all staff

Whole school approach

SLT → SIP??

training
resourcing
time monitoring

→ age related
guidance

Staff well-being

Schemes - Jigsaw??

Networking - Eyles Monsell??

SPECIFIC FACTORS

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★ PUPIL PREMIUM ★ FSM

★ TIME/KNOWLEDGE/SKILLS

★ HOME LIFE

★ BUDGET

POSSIBLE SOLUTIONS

★ NURTURE GROUP

★ FAMILY SUPPORT WORKER

★ PARENTING GROUPS

★ COUNSELLOR

★ YOGA/PEER MASSAGE

★ TIME TABLING

★ BREAKFAST CLUB

7. Balancing formal and informal education

Specific factors

Timetabling

Curriculum

↳ breadth & depth
↳ equal importance

Staff training

Staff priorities & pressures

Using staff passions

Wraparound care

Possible solutions

Linking character development
to lessons

Assemblies

Route to
Resilience

Parent & carer buy-in
↳ events

Whole school ethos

School priorities

Effective training

School clubs across range
of areas

Encouraging staff to have a
work-life balance

Wellbeing & workload reduction
team - getting staff support
and buy in

Mindfulness

Break time games & zones

Peer mediation - resolving
conflict

Factors to Consider

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Possible Solutions

- Measurable data (or lack of) Baseline
- Long term - need to embed
- Accountability measures?
- Services available to support
- Families - in crisis / and won't engage.
- impact
- how do we know?
- Staff experience & confidence
- Cost implications

Measuring the Impact of your curriculum

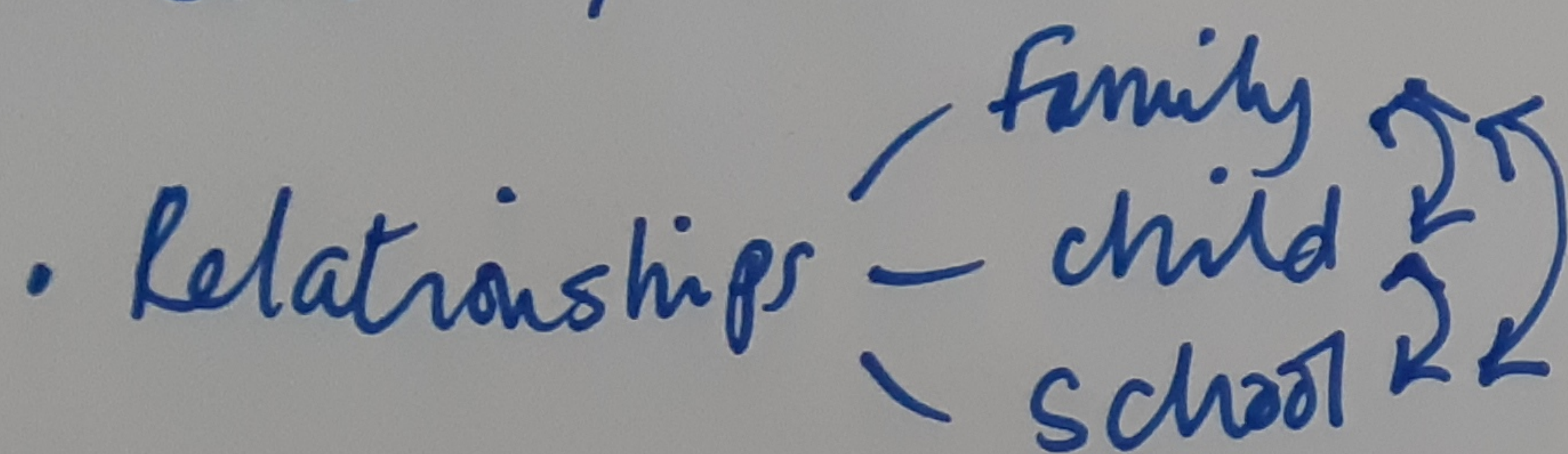
Character
education
+ school
values

- PASS Survey - baseline
- Jigsaw PSHE
incl. Families
- Routes to Resilience

• Breaking the stigmas around MH.

• Anecdotal case studies

• Forest school, not taking

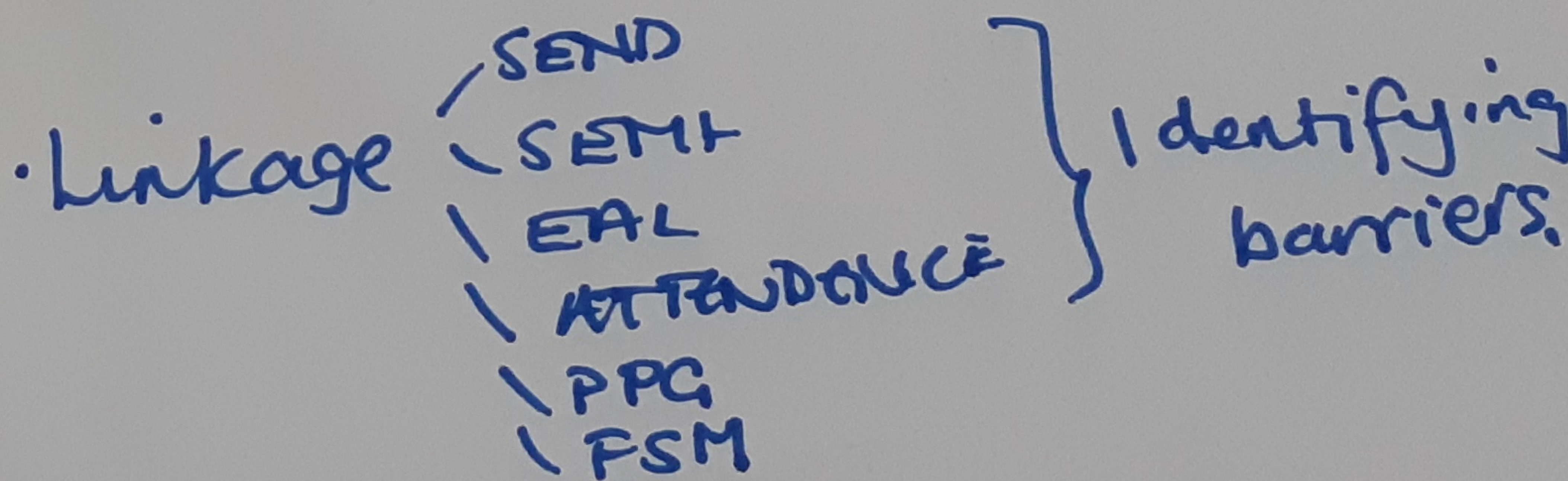


Parental Engagement

Communication / parental literacy skills
- EAL

• Time / to teach
- to talk
- to learn (incl. staff)

• Cultural barriers / fear to breach mental health



9. Organisational & structural barriers.

- funding
 - staff development — release time
 - resources — staff expertise.
 - CPD
 - interventions — what works? — measurable? space?

- time in the curriculum
 - timetabling
 - prioritising

• school priorities ... SIP

- subject priorities
 - it's not tested!
 - pressure of tests/exams.
 - result driven
 - no national statistics

Ofsted!
new
framework

• after school — who will run it? ↗

- lunchtimes
 - logistics
 - staffing
 - expertise
 - finance