

## Wave 1

- Quality first teaching for all
- Reasonable adjustment
- Early Identification by all staff
- Short and sharp strategies as part of everyday school experience
- Strong school/home liaison

## Wave 2

- Highly focused intervention tracked through a Positive Support Plan
- Progress reviewed with graduated response to adjust provision as required.
- Assess - Plan - Do - Review

## Wave 3

- Early Help Assessment or Team Around the Child/Family Process.
- Review Positive Support Plan to include possible engagement of alternative provision.
- Educational Psychologist or other specialist re-assessment.

### Student Support Referral Process:

- Class teacher completes Student Concern Form
- Student is assigned to a Student Support Lead
- Keyworker, Student, Family and wider staff team have input to and agrees smart targets and support strategies.
- Establish Positive Support Plan
- Positive Support plan reviewed fortnightly
- Plan successful?

**Yes:** Student returns to **Wave 1**    **No:** Student moves to **Wave 3.**

## Pastoral & Therapeutic Intervention Summary

- **Counselling** is one to one and delivered onsite. This is a long-term intervention as student remain with the counsellor for the whole academic year. Counselling is 1x45min sessions.
- **Talkabout For Teenagers** is targeted one to one intervention sessions lead by members of the pastoral team. The sessions focus on identified areas of social development.
- **Homunculi** is a CBT approach aimed at building social and emotional resilience. The Homunculi uses fun activities that will help student with some things they find difficult by teaching them about their 'thinking brain'. Students will be creating little characters that help them with their problems.
- **Sensory Circuits** is designed to facilitate sensory processing, stimulate sensory motor skills, and promote readiness for learning.
- **Bounce** provides specialist mental health services to children and families by qualified psychotherapist. Bounce sessions take place off site at the Bounce hub in Tiverton.
- **Lego Therapy** is a play-based piece of intervention which focused on developing collaborative play skills. Lego therapy is a small group intervention led by a member of the pastoral team.
- **Music Therapy** can help by providing a time and space for children to explore, identify and express their feeling using music.
- **Instrumental Music** is bespoke, individualised programmes helping individuals to explore how to enjoy music and the sounds of different instruments and styles right through to gradable instrument tuition for all ages and needs and even professional productions of student's musical achievements.
- **Wave Project** provides young people the opportunity to learn how to surf and enjoy the calmness that being outdoors, and surfing brings.
- **Draw and Talk:** therapy is a gentle, non-intrusive method of working with children who need a little help to support their emotional and learning needs.

## Pastoral Support Referral

<b>Student Name</b>			
<b>Learning Family</b>			
<b>Staff Name of Referrer</b>			
<b>Reason for Referral</b>			
<b>For which intervention are you making the referral?</b>			
<b>Intervention Name</b>	<b>Intervention Lead Adult</b>	<b>Frequency/Length of Intervention</b>	<b>Tick</b>
Talkabout For Teenagers	Mrs Causely Mr Radford	Weekly for a Half Term	
Lego Therapy	Mr Radford	Weekly for a Half Term	
Sensory Circuits	Mrs Bagnell	Weekly for a Half Term	
Draw and Talk	Miss Pike	Weekly for a Half Term	
Music Therapy	Miss Clarke (External Therapist)	Weekly for at least 6 months	
Counselling	Miss Pocs (External Counsellor)	Weekly for at least 6 months	
BOUNCE	External Team based at the Tiverton Community Hub	Weekly for at least 6 months	
Homunculi	Mrs Causely Mr Radford	Weekly for 12 weeks	
Wave Project	WAVE project (External Provider)	Seasonal – weekly for 12 weeks	
Instrumental Music	Mr Chatterton ( External Teacher)	Weekly for a Half Term	
<b>What would you like the end outcome to be for your student?</b> E.g., Being able to access strategies to regulate feelings of aggression towards others by using/accessing 5-point scale			


**Please complete the assessment overleaf and return to the Pastoral Manager.**

Please use the following table to help prioritise key areas to target:

Category	Skill Area	1	2	3	4	5
		Never	With close adult support	With some adult support	Some Independence	Always Independent
<b>Emotional awareness</b>	Ability to recognise how they feel					
	Ability to say how they feel and why					
<b>Social skills</b>	Making eye contact					
	Taking turns					
	Sharing					
	Asking for help					
	Paying attention when spoken to					
<b>Friendship skills</b>	Able to initiate friendships					
	Able to maintain friendships					
	Understanding what friends do and do not do					
<b>Self - esteem</b>	Ability to identify strengths					
	Ability to accept praise					
	Ability to cope with new experiences/change					
<b>Regulation</b>	Can regulate with a preferred adult or environment					
	Struggles to regulate at all					
<b>Anger Management</b>	Ability to recognise when feeling angry					
	Knowledge and use of strategies to help calm down when angry.					
	Ability to seek adult help when feeling angry					

**Any other relevant information:**

## Student Support Referral Form Assessment

<b>Date Receive</b>	
<b>Referral agreed</b>	
<b>Lead Practitioner</b>	
<b>Intervention Plan</b>	
<b>Date Started</b>	
<b>Review Date</b>	
<b>Logged on Arbor to include all relevant staff.</b>	

<b>Review Date:</b>	<b>Led By:</b>
<b>Successes</b>	<b>Areas of Development</b>
<b>Review Outcome:</b>	<b>Next Review Date:</b>
<b>Continue? Yes/No (Notes)</b>	
<b>Review Date 2:</b>	<b>Led By:</b>
<b>Successes</b>	<b>Areas of Development</b>
<b>Review Outcome: Continue? Yes/No</b>	<b>Next Review Date:</b>

## Intervention Review Form

**Student:**

**Class:**

**Lead Adult:**

**Review Date:**

☐ Music Therapy

☐ ELSA

☐ Homunculi

☐ Sensory Circuits

☐ Music Tech

☐ Planned Talk Time

☐ Talk and Draw

☐ Counselling

☐ Bounce

☐ Lego Therapy

### Target Area

**1**

**2**

**3**

**4**

**5**

Only with staff  
direction

Rarely with  
independence

Some independence  
with familiar adults

Some independence  
with unfamiliar  
adults

Entirely Independent

#### Emotional awareness

Ability to recognise how.  
own feelings

Ability to say how they feel.  
and why

#### Social skills

Making eye contact

Taking turns

Sharing

Asking for help

Listening well when spoken  
to about non-preferred  
topics.

#### Friendship Skills

Able to initiate friendships

Able to maintain.  
friendships

Understanding what friends  
do and do not do

#### Self - esteem

Ability to identify own  
strengths

Ability to accept praise from  
a range of people

Ability to cope with new  
experiences/change

#### Anger Management

Ability to recognise when  
feeling angry

Knowledge and use of  
strategies to help calm.  
down when angry

Ability to seek adult help.  
when feeling angry

Please use the following table to help review key areas since the last review/referral:

Reasons for Referral
Desired Outcomes
Progress Made Since Last Review
Next Steps



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