

	PAC-UK Suggestions	What we already do	Future action	Next Steps		
				What	Who	When
Provide nurture and relationships through:	A nurture breakfast club which allows children to settle into the school day	A member of staff is on duty to specifically support PP children during breakfast club. Free breakfast club places are available for PP children. High impact for children attending – supporting engagement and attendance.	IXL club with free breakfast places. This has been put in place with regular attendance of IXL club in the mornings of approximately 20 children. Capacity and breadth has been increased through the introduction of the Jedi Academy – providing children access to IXL, TT Rockstars & reading groups before, during and after school. Priority given to PP children.	Maintain – increase teacher input into the selection of children.	JH	Sum Term
	Providing meet and greets for children at the start of the day	Learning mentor undertakes this role on a needs basis. Ongoing – significant impact on attendance and the ability to settle vulnerable children into school	Continue			
	A nurture room and group. More information about the Nurture Group Network can be found here.	Currently the Bluebell Room is used as a basic, safe, inclusive space in school. Base of the pastoral team. An area of the Bluebell Room is sectioned off with beanbags etc as a calm down space. This is not on the level of a nurture room and issues arise when confidential phonecalls are being made. However, it is regularly used as a calm-down space for children.	Research nurture rooms and the potential development at Chesswood – e.g. convert PE changing rooms. PE changing rooms converted to the new DT / art room. With an increased focus on the wider curriculum, this was deemed to be the best use of space, having maximum impact across all children. Space is increasingly at a premium and there is currently no obvious space in school to develop a nurture room. In the next year to 2 years we will lose the library and science rooms to classrooms. Some confusion between sensory rooms and nurture rooms exists. <i>What is a Nurture Room? It is a small supportive class of up to 10 children usually in a mainstream Primary School. It provides a secure, predictable environment where the individual developmental needs of each pupil are catered for. It focuses on emotional and social development as well as academic progress.</i> The small group working spaces including the Bluebell and Snowdrop Room can easily fit this criteria – it is more to do with the group set up and focus of the group – much of which is fulfilled in interventions within school. The high needs / high support class has a similar principle	Research nurture groups / rooms further and ascertain the extent to which we provide this. Set next steps.	SH / KM / VR	Sum Term
	Training and supporting staff to provide key attachment relationships with regular 1:1 'attachment time' built into children's timetables	We believe training in attachment theory is critical in school. Attempts to undertake training have not yet been successful. We believe this would support a significant number of pupils – not just PP/+.	Seek whole staff training in attachment theory. In the meantime, circulate 'Adoption UK – Factsheet A9 – What every teacher needs to know' and 'Attachment behaviour overview' to all staff and ensure understanding. Staff meeting planned for Autumn 2 Attachment training delivered for all teachers and TAs (SH). Low level mental health training delivered to all staff (CAMHS). Further attachment training - Pam Barnes. VR / SH trained in sensory processing (Jigsaw training). A range of staff accessed Yellow Kite 1:1 support. All TAs accessed de-escalation training through LBAT	Ensure attachment training resources available and form part of induction for all staff. Re-visit as whole staff every other year. Individual training on a needs basis.	SH / JH	Resource – 30/5 Staff meeting plan – sept 2018
Scaffold children's social skills and peer relationships, for example through:	Social skills groups or Circle of Friends interventions	Learning mentor leads social skills groups and friendship interventions – including lunchtime.	Develop capacity within the SEN / pastoral team to release the learning mentor to increase intervention – Autumn 2. Further learning mentor appointed increasing capacity within the team to deliver social skills / friendship group support.			
	Lunchtime clubs with opportunities to practice social skills	Learning mentor leads social skills groups and friendship interventions – including lunchtime.	Continue Friendship buddies established Supervised play area established	Develop a two-tier system – high-need support / playground support / supportive job roles eg 'Little Links'	VR	
	Training midday supervisors to provide structured play at break times	Sports coach has begun to lead structured play. This has had significant impact on lunchtime play for many children. A rota of activities has been established with play leaders supporting delivery.	Training of midday supervisors in structured play – INSET 23rd November Delivered	Monitor impact / outcomes of midday supervisor training.	TQ	Summer Term
	Friendship groups	Learning mentor leads social skills groups and friendship interventions – including lunchtime.	Continue			
	Facilitating friendships e.g. through a buddy scheme or peer mentoring initiative	Learning mentor leads social skills groups and friendship interventions – including lunchtime.	Develop the role of the school 'Friendship Buddies' – tabards and training – by January 17 Friendship buddies established	Friendship buddies established – profile needs raising in school so that children understand the purpose and how to access support.	EB	Summer Term

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			Supervised play area established	Explore introduction of peer-mediators		
Support emotional literacy and emotion regulation through:	Emotional literacy and emotion regulation groups, including anger management	On a needs basis, pastoral team lead anger and anxiety management support. De-escalation training undertaken Interventions undertaken by SH / EB	Continue Build wider understanding in staff – including literature. Drawing and Talking training undertaken Real Love Rocks training undertaken	Mindfulness training for LS Purchase Real Love Rocks resources	LS	Summer Term
	Appointing and training an Emotional Literacy Support Assistant (ELSA)	Current learning mentor and pastoral lead provide support in this area.	Continue ELSA support pack purchased	Evaluate ELSA support pack and ascertain its use in school	VR	Summer Term
	Providing calm boxes and staff to spend 1:1 time helping children to regulate themselves	Children provided with 'calm down kits' and supported in their use Use is identified on pupil passports on a needs basis	Further resources to support – eg lego, stress balls, calm-down kits, sensory toys Significant resources purchased and used regularly by identified pupils			
	Providing calm zones in classrooms and centrally within the school	Calm zones / safe places provided in classrooms on a needs basis. Size and layout of classrooms prevents safe zones within the class. However, there are spaces within school provided – Bluebell Room / Primrose. Strategies in classes are used for individuals to prevent issues escalating – eg providing 'wriggle time'. Strategies are identified on Pastoral Support Plans (PSPs)	Create a safe-zone classroom for break times Friendship buddies room has been used. Supported secure play area provided. Individual support for identified pupils on the playground			
	Providing alternatives to detention and isolation which focus on understanding and repairing what went wrong	All TAs trained in comic strip conversations and social stories. ASCT trained all TAs and pastoral team in comic strip conversations. Use identified on individual PSPs and behaviour plans. Where detentions are used, a reflective element is central.	Embed in practice. Clear understanding and consistent implementation of the behaviour policy. For children with specific needs (EHCP), alternative strategies to straight detentions have been identified on PSP /Behaviour Plans and implemented to support clear expectations and restorative sanctions	Where behaviour incidents occur with EHCP children , SENCO is always contacted re understanding of appropriate sanctions.	VR	Summer Term
	Therapeutic services (e.g. play, art, music, drama therapy) for individuals or groups of children; please note that therapists and counsellors who provide 'adoption support' must be registered with Ofsted as Adoption Support Agencies or commissioned by the local authority or a registered Adoption Support Agency	Pastoral team interventions include drawing and talking and lego therapy. On a needs basis, external therapy sessions have been delivered – e.g. art therapy, play therapy and counselling services. The pastoral team are experienced in delivering anxiety, self-esteem, social and anger-management sessions. SM / SH now trained in Lego therapy	Develop expertise in specific support for permanently placed children – eg attachment issues. Develop links with Adoption Support Agencies to enable expert support as required. Your Space now employed within school to deliver specialist counselling sessions – access has been prioritised for PP / PP+ children. This has provided significant support in school. Pam Barnes has supported with training.			
Support children to cope with transitions and change by:	Providing additional structure during break and lunchtimes	1:1 and group support provided on a needs basis	Create a safe-zone classroom for break times. Further implementation of structured play activities. Supported play area – courtyard / classroom provided	2-tier system introduced	VR	
	Providing safe spaces for children to come to throughout the school day	The Bluebell Room is a central safe space for children to go to throughout the school day – base of the pastoral team.	Further develop the Bluebell Room as a calm, sensory focused environment. Calm area is provided – this has been supported by the creation of the Primrose Room – however, further resources required to make rooms more sensory focused	Seek ways to improve sensory elements of calm spaces – very limited budget available.	SH / SM	Summer Term
	Appointing a transition worker to support children through the Year 6 to Year 7 transition	Comprehensive transition programmes are in place for vulnerable children within school and with feeder schools. This continues to have significant impact.	Continue current transition work. Raise profile of attachment needs with staff as these are not always apparent. VR aware of children to target for extra support re transition.	Ensure all vulnerable children have bespoke transition	SH / KM	
	Identifying a group of staff who can provide cover for absence, reducing the need for external supply staff	Regular staff used for cover where possible.	Continue to use current staff to cover wherever possible. If not possible, use supply staff well-known to the school. Vast majority of supply is provided by ex teachers from Chesswood			
	Spending time preparing children for change in advance e.g. using social stories or visual timetables	All TAs have been trained in the use of social stories. Each classroom has a visual timetable for children to access. If necessary an individual visual timetable can	Continue to develop			

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		be provided.				
	Liaising closely with parents and guardians who can help their children prepare for and cope with change	On a needs basis – however, we recognise this is not currently proactive enough	<p>Better communication with parents of PP+ children – including termly review meetings for all PP+ children, not just those on the SEN register. Share PAC-UK 'Making decisions about sharing information with schools' with parents.</p> <p>Coffee morning for parents of children in care / adopted.</p> <p>Coffee morning tried but very low attendance</p> <p>Not proactive enough – of all PP+ children, x have had termly review meetings.</p> <p>Parent training courses shared via newsletter.</p>	Learning mentor (SM) to contact all PP+ families who are not on the SEN register to arrange termly reviews where desired.	SM	Summer 1
<i>Develop children's executive functioning skills through:</i>	Training staff in understanding and supporting executive functioning skill development in the classroom and on the playground	The school's ACRO skills and BRIGHT SPARKS code promote the development of executive functioning skills.	<p>Continue – further focus on ACRO and BRIGHT SPARKS as part of daily school practice.</p> <p>Embedded in culture and ethos of school. The increase of pupil leadership roles and celebration of these has been significant.</p>			
	Providing individual and group sessions which focus on scaffolding the skills needed	Regular classroom practice focuses on these skills. 1:1 and group support is available on a needs basis via the inclusion team.	Continue			
	Providing coaching for children who struggle to plan and organise e.g. check-ins to ensure they have books and equipment, have recorded the homework etc.	SEN department and TAs, support children with organisation – eg using visual timetables, prompt sheets, checklists, task boards, home-school logs / checklists etc	<p>Continue</p> <p>Embedded in practice – identified on pupil passports – strategies shared with parents to use at home.</p>			
<i>Address barriers to information sharing and joint working by:</i>	Developing policies and procedures which ensure that key information about children's needs is shared with all key staff coming into contact with them	This happens on a needs basis but we acknowledge the need to be more proactive.	<p>Joint working is not developed enough – as a school we want to use the expertise and understanding of parents to know how best to support their children. Share PAC-UK 'Making decisions about sharing information with schools' with parents. Develop PP+ 'passport' for all PP+ children.</p> <p>Not developed sufficiently with all parents</p> <p>Transition handover INSET changed to July to ensure all staff are available for handover. Detailed pupil progress meeting notes are used to aid transition and information handover.</p>	<p>Learning mentor to ensure pupil passport for children not on SEN register.</p> <p>Review use of transition postcard.</p> <p>Handover to include TAs during staff meetings</p>	SM VR	Summer 1 Summer 2
	Identifying a named member of staff who liaises with the parents or guardians and facilitates regular meetings to discuss the child's need and progress	Currently nothing in place apart from where meetings have developed in response to need or where PEP is in place (Personal Education Plan)	<p>Termly update meetings with parents. Potential to facilitate group meetings – eg coffee mornings to enable discussion which leads to improved practice.</p>	SM (learning mentor) to establish	SM	
				Virtual school		