



## Governor Visit Record

<b>Date:</b>	12 <sup>th</sup> October 2022	<b>Governors:</b>	Cathryn Hill
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### Links with School Development Plan 2022-23

#### School targets 2022-23

**Quality of Education:** Setting the highest professional standards as a mark of quality and effective performance through sustained profession.

**Behaviour and Attitudes:** An integrated whole school approach supports staff and pupil mental health and wellbeing.

**Personal Development:** Highly inclusive personal growth informs practice and drives positive change contributing to meaningful lives embedded within the community.

**Leadership and Management:** Improved pupil outcomes and increased leadership capacity are driven by the implementation of our pioneering Five Year Plan.

#### Scope of visit / Breadth of visit Scrutiny

To meet with Rachael Ford-Hutchinson and Juliet Ruddick to discuss the graduated response to mental health and wellbeing, including the overall development of the whole school approach to mental health and wellbeing, within the therapy team. We highlighted progress specifically in terms of collaboration with external agencies and challenges with the provision of our most complex cases.

#### Governor Observations and Comments

Rachael Ford-Hutchinson has completed the advanced Designated Mental Health Lead course. As part of this qualification she audited current school provision for supporting mental health and wellbeing in accordance with the government agenda for 'Promoting Children and Young People's Mental Health and Wellbeing'. This was completed in collaboration with SLT members, with an associated action plan. Actions pinpointed are to be completed between July 2022 and January 2024, but will be adapted to remain relevant to the changing landscape, on a termly basis.

Cleaswell Hill's Graduated Response to Mental Health document details the school's universal provision, expanding to targeted support and higher support. Targeted support encompasses both school provision and external agencies and support services, higher support is exclusively from highly specialist external agencies. There was discussion around the criteria for gaining support from external services, such as CYPS and Northumberland Primary Mental Health when children need 'targeted support' from such agencies. There are associated difficulties in prioritising within school too, where there is a school population mismatched to the

capacity of the small, developing therapy team to provide suitable provision for all, at the time it is needed.

Rachael FH is now qualified as a Play Therapist. She provides Play Therapy 1:1 blocks of intervention to those children who meet the assessment criteria. In addition to this, Rachael works with the therapy team and key educational staff to consider the most appropriate approach or intervention to support their emotional wellbeing. Training of therapy assistants and some additional support staff aims to provide a broad range of therapies to target emotional wellbeing as an 'early intervention'. Interventions include: Drawing and Talking, Sandstory Skills, Lego Therapy, 1-1/group ELSA sessions and Friends Resilience.

CYPS clinics are regularly occurring in school, attended by Parents/Carers, a member of the therapy team, key staff and pupils (where appropriate). Close and effective communication is influencing the provision for mental health and wellbeing provided by external agencies and the support provided by school.

Rachael FH met with the Senior Early Help Coordinator in October. They discussed the Northumberland's Early Help Assessment, required to determine aims and actions for the Team Around the Family. An Early Help Coordinator has been allocated to Cleaswell Hill and Rachael FH will act as the Lead Professional (on behalf of the key staff supporting the child). This new approach has been possible due to the additional capacity provided by this specific role in the therapy team.

#### **Plans for Follow-up Visit**

- To review 'whole school' aspects of the action plan in order to gauge progress and areas for development.
- To review progress and impact of Early Help approach

**Date reviewed at**