



## Goldington Academy Early Help Offer

At Goldington Academy, we recognise the importance of early help to offer support to meet the needs of students.

Early Help is everybody's responsibility: together we will make sure that children, young people and their families are safe, happy and ready for school, work and life's challenges. Effective Early Help will resolve problems before they become overwhelming and result in worry, stress, low self-esteem, poor attendance and lost learning time. Early Help enables children to be ready for school and more likely to achieve their full potential.

<b>Form Tutor</b>	All students have an allocated Form Tutor who they see on a daily basis. The form tutor is their first point of contact for any issues, and parents also have email access to their child's tutor, In addition, there are scheduled parental meetings, but parents are encouraged to liaise more regularly as required. Tutors are responsible for overseeing the academic and pastoral wellbeing of their group, and liaising with other staff within the school as required to ensure that the appropriate support is in place as soon as a need is identified
<b>Head of Year</b>	All students have an allocated Head of Year who is responsible for the attendance, behaviour and pastoral support for pupils in their year group. Heads of Year can signpost students and families to support both in house and through outside agencies, for example through an Early Help Assessment.
<b>Mental Health</b>	<p>The school has an identified mental health lead who attends borough wide support groups and implements strategies/practices to promote and support good mental health amongst pupils in school.</p> <p>All pupils complete the Strength and Difficulties Questionnaire every term during PSHE. Results are then screened by the mental health lead and heads of year; pupils with high scores are referred for support either in house or through external agencies.</p> <p>Mental Health assemblies are delivered to each year group on a half termly basis. The assemblies focus on topics within mental health and where pupils can go for support.</p> <p>The school works closely with the CAMH schools programme and can make referrals to both CAMH and CHUMS.</p>
<b>PSHE</b>	<p>A multitude of topics are taught through the PSHE curriculum including:</p> <ul style="list-style-type: none"> <li>• Keeping safe, personal safety</li> <li>• the danger of drug use</li> <li>• healthy lifestyles</li> <li>• relationships and sex</li> <li>• valuing difference</li> <li>• employability and enterprise</li> <li>• resilience and mental health</li> <li>• gender stereotyping, transphobia and discrimination</li> <li>• handling money</li> </ul>

	<ul style="list-style-type: none"> <li>• internet safety</li> <li>• pressures and risks.</li> </ul>
<b>Attendance</b>	<p>Goldington Academy has excellent levels of attendance and expects pupils to meet the school's attendance targets.</p> <p>The school has close links with Bedford Borough Education Welfare Service and works closely with the service to support pupils with school attendance.</p> <p>Heads of Year routinely monitor the attendance of their year groups and take necessary action to improve attendance of pupils below the expected targets.</p>
<b>Pupil voice</b>	<p>Goldington Academy runs a school council, which meets half termly with the PSHE lead. Pupil on the council are pupil representatives who have been elected by their peers to represent them. The school council gives pupils an opportunity to discuss areas of the school that affect them.</p> <p>Heads of year run half termly pupil monitoring discussions during which pupils from their year groups are chosen to discuss a number of areas relating to school life. This feedback forms a section of the safeguarding report, which is fed back to governors half termly.</p> <p>Curriculum leaders run half termly pupil monitoring discussions during which pupils' feedback their experiences of the curriculum to the relevant curriculum leader. This information is then fed back to SLT as appropriate.</p>
<b>Academic intervention</b>	<p>A number of academic interventions are run at Goldington Academy and are targeted at students who may need extra support to reach their potential. Interventions include:</p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• English</li> <li>• Maths Power of 2</li> <li>• 1:2 reading groups using rapid reader texts</li> <li>• Lexia groups</li> <li>• Paired reading buddies</li> <li>• Registration reading comprehension</li> <li>• Reading skills group</li> </ul>
<b>Learning Integration Centre</b>	<p>The LIC is our in house pastoral support base, which is run by our pupil mentor. A range of interventions can be delivered to pupils through the LIC:</p> <p>The LIC is our in house pastoral support base, which is run by our pupil mentor. A range of interventions can be delivered to pupils through the LIC:</p> <p><b>Behaviour Management</b></p> <p>Behaviour management is a whole school approach. It includes creating a positive environment for learning and uses strategies that encourage positive behaviour in schools. It also involves learning a range of strategies to reduce the chance of poor or aggressive behaviour.</p>

**Anxiety Management**

Anxiety is a feeling of unease, such as worry or fear that can be mild or severe. Feelings of anxiety can be more constant and can often affect daily lives. Anxiety is the main symptom of several conditions, including: panic disorder and phobias. This intervention can help you to find ways to understand and manage your anxiety.

**Behaviour online**

Behaviour on line is an interactive program that teaches pupils how to best behave in different situations. It shows how their behaviour can have a negative effect on others, and how it can make people feel.

**Self-Harm**

Self-harm can be a way of coping with problems. It may help children express feelings they can't put into words, distract them from their life, or release emotional pain. Afterwards, they probably feel better—at least for a little while. But then the painful feelings return and the urge to hurt returns again. Strategies and distraction techniques can be learnt or taught to help pupils to stop hurting themselves.

**Bereavement**

Adults and children grieve differently, and the grief of children can take many different forms, based on the child's current age and developmental level. By understanding how children perceive death, how they might react, and how adults can help, we can provide a safe environment for a child to grieve and begin to heal.

**Play therapy**

Play therapy is a form of counselling in which play is used as a means of helping children express or communicate their feelings. Some children can find it very difficult to express how they are feeling. Sometimes telling a story using toys can be easier.

**Cognitive Behaviour Therapy**

Cognitive Behaviour Therapy (CBT) is a talking therapy that can help you manage your problems by changing the way you think and behave. CBT aims to help you deal with overwhelming problems in a more positive way by breaking them down into smaller parts. You're shown how to change these negative patterns to improve the way you feel.

**Critical Thinking**

Critical thinking is clear, rational, logical, and independent thinking. It is about improving thinking by analysing, assessing, and reconstructing how we think. It also means thinking in a self-regulated and self-corrective manner. This resource focuses on developing positive relationships with friends, family members, neighbours and any other people you may encounter in your life.

Critical thinking involves mindful communication, problem-solving, and a freedom from bias or egocentric tendency. You can apply critical thinking to any kind of subject, problem, or situation you choose.

**Healthy Relationships**

Healthy relationships intervention focuses on developing positive relationships with friends, family members, neighbours and any other people we may encounter in our lives.

What makes a Healthy Relationship?

Respect each person as an individual. A healthy partnership means learning about the other person & valuing what's important to them.

Trust means that you feel that you can count on each other & that the other person will be there for you. Communication is how we show our respect, trust and honesty. It requires listening and sharing thoughts and feelings.

#### **Emotional resilience**

Emotional resilience is the ability to adapt to stressful situations and cope with life's ups and downs. ... Whilst resilient people do not allow adversity to define them or their lives and are able to 'roll with the punches', less resilient people have a harder time with stress and life changes

#### **Protective Behaviours**

Protective Behaviours intervention develops personal safety skills that can be used by children, young people and adults to keep them safe in many different ways, from strangers and bullies to internet safety.

#### **Friendships**

True friendship is when someone knows you better than yourself and takes a position in your best interests in a crisis. Friendship goes beyond just sharing time together, and it is long lasting. Friendships can be tough and sometimes they are hard to hold onto. We may not be quite sure how to approach people we would like to be friends with. I can help with this.

#### **Drawing and Talking**

Drawing and Talking can be used with pupils of all ages to help with underlying emotional difficulties that may be affecting their learning and behaviour. Painful memories, charged with high levels of emotion, are stored in visual form in the right brain and are expressed in symbolic form in the child's drawings. It is an effective way of expressing your feelings.

#### **Be Knife Free**

A home office intervention which can be delivered in school to any child who we think is at risk of potentially carrying a knife or who has carried a knife outside of school.

#### **Kidscape Anti-bullying workshop**

Young people are at risk of experiencing bullying on a daily basis. A ZAP workshop offers practical assertiveness skills so that young people are able to deal with bullying situations effectively.

This is a half day workshop with the following objectives:

**Raising self-esteem.** Teaching young people how to identify and be proud of their own unique strengths and skills - encouraging them to understand that the bullying is not their fault.

**Exploring bullying roles.** Defining the terms 'bully', 'bystander' and 'target', and exploring the types of behaviour that may be associated with these terms.

**Assertive skills.** Understanding the difference between aggression, assertiveness and passivity and how these are relevant to bullying dynamics. Young people will

	<p>also learn a range of practical assertive strategies that will help them to deal with bullying situations that may occur in the future.</p> <p><b>Positive body language.</b> Identifying the impact of positive body language in relation to being assertive.</p> <p><b>Open door</b> Bedford Open Door provides free, confidential counselling for young people living in Bedford Borough and some parts of Central Beds, aged 13-25 years. Counselling takes place at the Bedford Open Door premises in Bedford. Pupils can access this via telephone in the LIC.</p> <p><b>Kooth</b> www.kooth.com is an online wellbeing service, run in partnership with the NHS and recognised by the BACP (British Association for Counselling and Psychotherapy), and students can be referred to access support here after assessment by a learning mentor.</p> <p><b>Social and Emotional worries</b> Social development involves learning the values, knowledge and skills that enable children to relate to others effectively and to contribute in positive ways to family, school and the community. Emotional development is a complex task that begins in infancy and continues into adulthood. The first emotions that can be recognised in babies include joy, anger, sadness and fear. Later, as children begin to develop a sense of self, more complex emotions like shyness, surprise, elation, embarrassment, shame, guilt, pride and empathy emerge. Sometimes we do not know how to show or understand these emotions and need some help.</p> <p><b>Show racism the red card</b> This intervention is used to challenge the perceptions of students who may have used racist language or acted in a way that causes offence to members of the school, whether knowingly or unknowingly.</p> <p><b>CSE</b> The school uses the CSE risk assessment tool to identify students who may be at potential risk of CSE. This risk assessment would then be used in conjunction with other interventions and referrals to outside agencies.</p>
<p><b>SEN</b></p>	<p><b>Dyslexia checklist</b> This checklist only provides an indicator as to whether a student is presenting with dyslexic-type tendencies - the formal diagnosis of dyslexia is generally undertaken by an educational psychologist or a specialist teacher who has obtained additional qualifications in this area. Ideally, the checklist is completed collaboratively by two or more staff.</p> <p><b>Dyslexia screener</b> GL Assessment dyslexia screener that allows us to ascertain whether there are any underlying dyslexia type needs that a student has. It is not a fully-fledged test but an indicator that can then allow for intervention to take place.</p> <p><b>ADHD checklist</b></p>

Checklist that allows for informal screening of ADHD to see if it appears to "fit" the student. It is not a diagnosis but simply trying to determine if it would be useful to refer the student onto professionals who are in a position to make an identification of ADHD and suggest appropriate responses (which may include medication). Ideally, the checklist is completed collaboratively by two or more staff.

**ASD initial checklist**

Autistic Spectrum Disorder is complex and encompasses a significant array of difference between individual cases. This checklist only provides a 'first step' in the identification process. The indicators listed would normally be expected to be present across social contexts and not simply confined to the school setting. Formal identification will require the involvement of the student's family / carers and specialist professionals. Ideally, the checklist is completed collaboratively by two or more staff.

**Dyspraxia checklist**

This checklist only provides an indicator as to whether a student is experiencing difficulties associated with dyspraxia. An educational psychologist, occupational therapist or speech therapist will usually undertake the formal diagnosis of dyspraxia and suggest strategies to support the student. Dyspraxia is closely related to other specific learning difficulties and so a broader assessment for Special Educational Needs is often required should they be identified as presenting with dyspraxia-type difficulties. Ideally, the checklist is completed collaboratively by two or more staff.

**Interventions:**

Pupil progress is reviewed in English and maths half termly. If an intervention has been put in place for a pupil, it will be reviewed following the intervention. Progress towards a pupils target is measured at this time and a decision to maintain, alter or change an intervention is made depending on the impact the intervention has had. This follows the 'Assess, Plan, Do, Review' guidance from the SEND Code of Practice 2014.

Some interventions are organised and carried out within the classroom by the teacher or support teacher during the lesson. Other interventions are undertaken outside the main classroom in one-to-one or small group situations. These are overseen by the SENDCO and SENDCO Assistants and the impact is measured by the learning support assistant and the SENDCO.

Interventions are varied and are matched to the pupil's need. They include activities such as:

- Individual daily reading with an adult
- Small group phonic teaching
- Additional reading programmes
- Individual coaching in maths with Power of 2
- Individual Literacy tuition
- Individual Maths tuition
- Reading comprehension
- Soundwrite
- Lexia
- SEND SATS support

	<ul style="list-style-type: none"> <li>• SEND GCSE support</li> <li>• Specific Learning Difficulties (SPLD) support</li> <li>• Working memory support groups</li> <li>• Dyslexia support groups</li> </ul> <p><b>Educational Psychology Service (Bedford Borough Council)</b>  Where in-house provision, support and interventions are deemed to be not supporting pupil progress, support from Bedford Borough is sought (via their Early Help Service) through a cognitive assessment. After referral through an Early Help Assessment, the application is then triaged, and a formal educational psychologist assessment is undertaken. Parents form a core part of this student-centred approach and feedback from the educational psychologist is delivered to the SENDCO and parents to allow for effective home-school support. Additionally, access to an educational psychology drop in session (on an appointment basis) is also included as part of our SEN provision.</p>
<b>School nurse</b>	The school nurse visits school once a week and is able to see students on a referral or drop in basis. This could be at the request of the school/parents or at the request of students.
<b>Young carer support</b>	Bedfordshire Young Carers work with the school to support pupils who care for people in their lives who need support. Young carers offer assemblies and information to the school and to pupils and Goldington Academy is able to make direct referrals to Bedfordshire Young Carers.
<b>LGBT club</b>	The school runs an LGBT club every week to provide an avenue of support and a place to discuss all matters LGBT.
<b>Extra – curricular clubs</b>	<p>There are a vast variety of extra-curricular clubs on offer throughout the school year, including a variety of sports clubs and academic clubs.</p> <p>For example:  Cricket  Rugby  Football  Rounders  Hockey  Journalism  Parkour  DT catchup  Composing club  Stem club</p> <p>*Please see the full list</p>
<b>Fun Friends club</b>	The Fun Friends Club is run by an SEN Support Assistant and is targeted to support our most vulnerable pupil through lunchtime each day.
<b>Risers</b>	Risers club is a breakfast club that children are invited to to support their arrival to school in a morning before academic intervention begin.
<b>G&amp;T</b>	<p>A number of opportunities are on offer to G&amp;T pupils across the school. The aim of these opportunities is to provide challenge of thinking and depth of learning to pupils outside of a classroom setting. Some of the opportunities on offer are:</p> <p>National Young Mathematician of the Year  UKMT Junior Maths challenge</p>

	<p>UKMT team challenge UOB Science seminars CSI day Theatre visits Beginners Italian club Beginners German club Family STEM evening The Brilliant Club CERN residential Psychology/Philosophy club Battlefields residential trip Robotics club Jaguar visit Abstract Art Workshops</p> <p>*Please see the full list</p>
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