



Name: Cathal Owens

Date: May 2022

A. Provide a brief synopsis on your educational setting including:

- Type of setting – All age school – 4-19 years for young people with autism.
- Number of pupils - 160
- The roles you hold – DHT and DSL

Our School

Springhallow School is an Ealing Local Authority maintained school for pupils aged 4 – 19 years with a diagnosis of Autism. Our pupils have a wide range of learning abilities. Our Post-16 provision is at another site, which opened in September, 2019. All students have an Education, Health and Care Plan (EHCP).

Our pupils come from all areas of Ealing and close neighbouring boroughs, travelling to and from school daily by minibus, public or private transport or walking through independent travel.

The main school is housed in a double story building and is fully accessible for wheelchair users. The school playgrounds are situated to the side and back of the building. The Post 16 provision is situated at a separate site in Greenford.

We are committed to meeting the needs of all our pupils and to valuing the contribution each pupil makes towards school, home and community life. We foster close working relationships between staff, parents and professional bodies to provide and enhance opportunities for all pupils. Underpinning this is our commitment to understand and support good Mental Health and Well Being of all who are in our community. We do this by having a trained Senior Mental Health Lead, and Mental Health First aiders. We also work in partnership with other professionals such as Clinical Psychology, Speech and Language Therapy, Occupational Therapy, Music Therapy, The School Nursing team, Connexions and others.

This supports our Vision: “Striving to make a positive difference to every pupil with Autism and their family.”

As the Deputy Head Teacher and Designated Safeguarding Lead, I am well placed to take on the role of Senior Mental Health lead at School.

B. Identified priorities for your setting

C.

At the end of each strand for the course you identified key priorities for your setting to develop a whole school approach to mental health. Please provide a summary of these identified priorities below. You will hopefully have identified between 8 - 12 priorities depending on your context.

No.	Area/Strand	Key area for development	Potential impact on SMHL role or whole school approach to mental health and well-being
1	Leadership and Management	<ul style="list-style-type: none"> • Create a job description and person specification for the SMHL role. • This Senior Mental Health Lead Implementation Plan will underpin each category of our School Development Plan. • Mental Health and well-being can be a "required" area of target setting in the upcoming Appraisal cycle ensuring all teachers, TA and staff are focusing on this vital area of school development. 	<ul style="list-style-type: none"> • This will protect the plan into the future, support consistency and inform succession planning for the school. • A shared CPD priority will help further momentum behind this key initiative.
2	Identifying need and monitoring impact of interventions	<ul style="list-style-type: none"> • Curriculum and Assessment – Ensuring learning which is meaningful, person centred and focused on priorities which are highlighted in individual EHCP's, particularly around communication, PSHCE and wellbeing goals. • Behaviour and Attitudes – Ensuring as a priority that students are emotionally regulated and ready to learn, with some needing agreed Positive Behaviour Plans and interventions shared between home, school and other settings. • Partnerships, CPD and Research – Ensure school work with other professional disciplines, staff continue to develop their own training portfolios and work with other organisations to support ongoing research. 	<ul style="list-style-type: none"> • To plan and deliver interventions to support educational and emotional development utilising the COVID catch up fund. • EHCP outcomes refined for all pupils identifying long term outcomes (key stage) and short-term goals, related to Mental Health and wellbeing. • All teaching staff to be trained in Seeds of Happiness to support pupil's positive well-being. • For staff to understand the impact of anxiety and the link between behaviour and emotional regulation – encouraging feedback from training, team meetings around pupil MH needs, and reflection on impact on agreed interventions, both qualitative (observational) and quantitative (data). This may be a focus with their Appraisal targets. • A programme developing the role of Autism Champions has been established alongside the LA Outreach Service. • Deepen multi-disciplinary partnership working to help better meet the MH and wellbeing needs of our School Community.
3	Targeted support and appropriate referrals.	<ul style="list-style-type: none"> • Ensure staff are familiar with the referral process for targeted/additional support for Clinical Psychology, School Health, Music Therapy etc 	<ul style="list-style-type: none"> • This will ensure continued and timely partnership with professional specialists at school and CAHMS services out of Carmelita House, Special Schools Nursing Team, Music Therapy through Ealing Music Services etc. This awareness will support the Senior Mental Health

			<p>Lead in this role, as referrals can be made by all staff, supporting or growing ethos of collective responsibility.</p> <ul style="list-style-type: none"> Reasons for referral and impact of interventions are captured in Health Care Plans and therapy reports which feed into the Annual Review process or within planned network meetings.
4	Staff Development	<p>Following consultation with our Clinical Psychologist we have agreed that two priorities would be:</p> <ul style="list-style-type: none"> To further embed understanding and strategies around AUTISM and EMOTIONAL REGULATION strategies at school, home and "here there and everywhere". (Particular emphasis on ANXIETY). To further embed understanding and strategies around the notion of WHO I AM - I have autism, I have strengths and deficits, I am part of a community/family but am unique etc. Further support parents and carers "coping" with having a child with Autism - emotionally, practically and in terms of their deeper understanding of the condition. 	<ul style="list-style-type: none"> Include specific training and CPD in the 2022-23 academic year training and development schedule, with input from Clinical Psychology. Identify Mental Health and Well Being targets in the Appraisal Cycle for all staff next year. Include these aims in our induction of newly appointed staff.
5	Creating a school Ethos that promotes mental health and well being	<ul style="list-style-type: none"> Ensure Mental Health and Wellbeing Policy is refreshed - look at Primrose Hill Template as a positive exemplar. Establish termly Clinical Psychology drop in sessions for students and staff, with agreed processes in place to log concerns, advice and potential positive impacts for the young person/group. In next year's Appraisal cycle, have objectives for all staff based on developing our ethos of positive Mental Health and well-being support. 	<ul style="list-style-type: none"> The Mental Health and Wellbeing Policy will reflect our values, based on our vision and aims. This will be shared with all staff in CPD at the start of the new academic year and promoted on our website. The Clinical Psychology drop-in sessions will be highlighted in our key dates at the beginning of the academic year and shared with staff. The CP will keep a log of advice sought, advice suggested and follow up on impact. We will connect different policies and processes (equality and diversity, bullying and harassment, behaviour, and safeguarding) to ensure they are working together to support well-being and good mental health. This will be highlighted in the target setting process in Appraisals.
6	Enabling Pupil Voice	<p>All students have autism and have communication difficulties. However their Voices and Involvement can be seen and heard in:</p>	<ul style="list-style-type: none"> School Council Involvement in their Annual reviews - including "All About Me" and PowerPoints Referrals and support from SaLT, OT, MT and CP.

			<ul style="list-style-type: none"> • Worry Boxes • Achievement assemblies • Charity Social Events • After School clubs and respite offers • Identify self on Zones of regulation • Identify self on Emotional Thermometers • Identify self on Blob Trees • Use of Pictures, symbols etc to ask for a "movement break" or "quiet time" for example.
7	Working with parents families and carers	<ul style="list-style-type: none"> • Restart our Friends of School Social and Fundraising events this term - Disco and Summer Fair • Research on Place2Be with our Family Link Worker 	<ul style="list-style-type: none"> • Post COVID, we will get back to whole school Social and fundraising events. This is something we have missed over the last couple of years, allowing parents/carers/staff to meet informally initially and create the safe opportunity for conversations which may be useful to our families Mental Health and well-being. <i>This is a priority.</i>
8	Curriculum, Teaching and Learning	<ul style="list-style-type: none"> • Creating an outside learning space that is based on the principles of FOREST SCHOOLS. 	<ul style="list-style-type: none"> • Greener Ealing will visit the site to risk assess and clear the plot. • Work in partnership with specialist Horticulture Teacher on creating a safe, eco-friendly outside learning space, where young people can find peace, tranquillity and a safe place to be. Wellbeing will be enhanced and readiness for learning supported. We hope our community will find happiness here. • Engage with other stake holders and businesses to help build and resource the plot. • Identify a Fundraising opportunity planned by the Friends of School and School council.

C. Outline a rationale below for:

1. Which priority above did you identify as a key priority and one which you will develop into an implementation plan?
2. Provide a brief rationale for how you identified this as your next step.
3. How does it span across areas for development or impact at a whole school level?
4. Was there any literature or resources that helped you make this decision?

Strand 7

Working with parents, families and carers.

Historically we have had social events for our families to meet together in a safe and supportive place. Our parents, families and carers do not typically meet at the School gate, as about 75% of our pupils arrive at School and College on SEN Transport from all over Ealing and neighbouring authorities. Our students do not live in the same neighbourhood as each other and therefore networking is harder to achieve. The Pandemic put an end to these events, and we want to reintroduce these as a way of bringing people together, discouraging isolation, encouraging natural support and friendship groups which are understanding and supportive in nature.

This term we will have a Disco in school, organised and led by older students and the School Council. This will act as both a social event to achieve the above aspirations, but also act as a fundraising opportunity to develop our outside learning space, based on Forest School principles (Strand 8). We will share this vision with our community as we promote the event.

Research has shown that additional benefits of attending a Forest School environment include:

Achieve personal and social development.

Learning about the natural environment.

Learning problem-solving skills.

Building positive relationships.

Improving communication skills.

Encourages emotional wellbeing.

Improves the capacity of learning.

Encourages children to have a positive impact on the environment and to respect and care for the natural world.

[The Benefits of Forest School \(forestschoolltraining.co.uk\)](https://forestschoolltraining.co.uk)

I feel optimistic that our community will both feel the benefits of this event and enjoy the experience. It will also serve as a springboard to plan and deliver other social opportunities such as an Autumn Fair in the new academic year.

D. Complete the EEF implementation plan template for your chosen priority using the template below

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>What needs to change e.g., teacher behaviour, student behaviour, attainment?</p> <p>The Pandemic meant that we had to cancel our Family Social Events run by our Charity, The Friends of School.</p> <p>Now, we feel is a good time to reintroduce such events as our families are often isolated, and we hope that we can offer enriching, safe and positively impactful events again.</p>	<p>What are the essential ‘active ingredients’ of the intervention? What activities and behaviours will you see when it is working?</p> <p>Plan our first social event with older students and the School Council.</p> <p>They will promote and advertise the event with staff support.</p> <p>Two students will prepare the music and be the DJ’s on the evening.</p> <p>Other students and adult volunteers will work on refreshment and on managing the event, particularly in keeping students safe and accounted for.</p> <p>Office staff will help with ordering refreshments and other logistics. Could we have a pamper raffle, with donated gifts?</p>	<p>How will it be done? What blend of activities are required?</p> <p>SMHL and senior staff will coordinate.</p> <p>A new group of parents and carers will join the Friends of Springhallow, to plan this and other social events into the future. For this group, Mental Health support in school will be a priority.</p>	<p>How will you know that it is working? Do staff feel the approach is feasible and useful?</p> <p>Short term</p> <p>The Disco will be planned, delivered and reviewed by the end of this term.</p> <p>Medium term</p> <p>A new Friends of School committee will be in place.</p> <p>Long term</p> <p>New events and foci will be agreed with the Committee for termly events at School.</p>	<p>How will pupils, teachers, and the school benefit?</p> <p>Our ethos as a solution focused and supportive community will be enhanced. Driven by the SMHL, our community will come together, both to re-establish social links but also to pull together on a joint venture which will have positive wellbeing benefits for the school.</p> <p>Our families will once again feel more included and less isolated. School staff will keep a register of attendees, log any important conversations, and questionnaires and feedback forms will be available at the event.</p> <p>Our staff will be able to have an alternative connection with our students and families, underpinning further our holistic aspiration at School.</p> <p>This will embed further Our Vision</p> <p>“Striving to make a positive difference for every pupil with Autism and their family.”</p>

