

## Universal Offer

Quality First Teaching

Support staff interventions as directed by teacher

Zones of Regulation throughout the day

For those where the universal offer does not give enough support, we have a three-wave approach to ensuring that pupils at Carfield receive the most appropriate and focused intervention that we offer.

# Pastoral Support

Counselling

Evolve

Art therapy

Sensory Circuits

ELSA

Football  
coaching

Forest School

Mighty Minds

Forest School

Well being  
checks

Lego

### Wave 3

Wave 3 interventions, are those specialising in supporting the pupils with the highest need. It may be that provision is in place for a longer period of time, the provider has particular expertise, or the child accessing the provision has significant difficulties. These interventions are assessed by the professionals carrying out the interventions, and the length of session, frequency, and targets are child-specific.

### Wave 2

In this wave, longer term interventions are identified as being necessary to help the development of regulating emotions, executive function, and/or confidence, resilience and self-esteem.

These interventions are not fixed in length, but access will be assessed every half term, to ensure we are giving the pupils the support they need. It may be that a wave two intervention is accessed daily for 10 minutes, or weekly for 40 minute, depending on the targeted area and the child accessing it.

### Wave 1

In this wave, short-term interventions are introduced, based on developing executive function, encouraging confidence, or giving support during a difficult period.

The interventions in this wave are likely to be fixed in length, and give strategies for specific difficulties, target certain areas of need, or allow assessment for the need for further (wave 2) intervention.



# Zones of Regulation

We use the Zones of Regulation as a daily intervention in class with all children. This gives children an opportunity to share how they are feeling, and staff an chance to check on the children in their class.

Using four colours with links to specific feelings, we aim to teach children how to recognise their emotions, finding links between thoughts, feelings and behaviours.

Adults in school use this tool to support our pupils in a humber of ways. We use it to coach children who are presenting with heightened emotion, using it to reflect and think about how they are feeling, and we use it to recognise pupils who have used the zones to express emotions independently, talking through how they feel and what we can do to help them, or how they can help themselves.



A stylized sun with yellow rays is in the top left corner, and a rainbow with red, orange, yellow, green, blue, and purple bands is in the top right corner.

# Mighty minds

A CBT approach to building resilience, confidence, self-esteem and positivity.

Mighty Minds focuses on changing negative thoughts to positive, and building a bank of healthy strategies to ensure our pupils are able to cope with difficult situations and big emotions. Activities are designed to normalise and recognise the relationship between thoughts, feelings and behaviours, and the impact these have.







# Lego Therapy

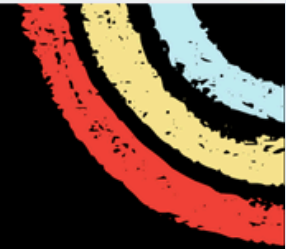
An intervention based on developing communication, listening, socialisation and turn taking skills in pupils, using Lego and creating a safe space to explore these areas.

These skills help children gain self-esteem and confidence, along with an opportunity to develop relationships with peers and staff.





# Counselling



We offer the services of Lynne Biggs, counsellor, to children identified as needing additional support to work through difficult times or emotions they may be experiencing.

Lynne's expertise ensures that we are giving specific and targeted advice and strategies to help with a range of difficulties our pupils may be facing.





# Sensory Circuits

A fun, structured session of physical activity, aimed at readying children for their learning by regulating and organising their emotions.

The three stages of the circuit; alerting, organising and calming, help to settle the children into the school day, along with allowing sensory needs to be addressed, so the child can engage in the classroom.







# ELSA



The ELSA (Emotional Literacy Support Assistant) works with children on a 1:1 or small group basis, after an initial assessment. Activities to develop the recognition, regulating and normalising of big emotions can support children in developing skills to communicate their needs in an appropriate manner.





# Forest School



The Forest School provision has been developed alongside Tom from EarthEngagedLearning, to accommodate groups of children in developing skills away from the classroom setting. Tom uses child voice to plan learning, strewing activities, listening and responding to pupils curiosity.



A stylized illustration of a yellow sun with rays on the left and a multi-colored rainbow on the right, both set against a black background.

# SWFC Mentor

Jack Dransfield, SWFC mentor, spends three afternoons in school, working with individuals and groups of pupils. Jack uses personalised approaches to support pupils in developing a range of skills and strategies, to encourage children to use appropriate and effective methods of regulation and communication.



# Language and Communication

Communication is key. The target for all professionals in school is the holistic development of the children in our care.

To ensure this happens, we use consistent language to support our pupils. Language being used in class that is used in interventions is key for the learning that takes place out of the classroom to be brought into the classroom and fed into different scenarios or circumstances.

The teaching of these strategies is solidified by using them regularly in the classroom, playground, and home.

When cemented as a tool, pupils can acknowledge and apply appropriate and reasonable reactions to a variety of external factors, learning about themselves and how to control and understand their responses.

# Emotion Coaching

At Carfield, we approach moments of heightened emotion with empathy, understanding and awareness.

By acknowledging and validating how the child is feeling, we are able to encourage feelings of safety and trust, leading to the building of relationships. While we do not condone inappropriate responses, we understand that we are unable to de-escalate and support a situation, without first making the pupil feel safe and heard.

Once in a more regulated state we can reflect on actions, moving into a problem-solving, rationalising, and solution-focused discussions and/or planning stage.





# Pastoral Overview

The pastoral team at Carfield Primary School is dedicated to the holistic and complete development of our pupils. The safety and well-being of our young people is essential to their development, and is the basis for growing into well-rounded members of the community.

Day to day support for our young people comes from a range of staff, underpinned by developing effective relationships, to provide the most appropriate support for each person. The pastoral team work closely with teaching and support staff, along with families to identify and support as many pupils as possible, whether emotionally or academically. Our aim is to encourage growth, autonomy and resilience by using effective communication and relationships between school and home. Working in partnership to build trust and understanding that is symbiotic and respectful, safeguards our vision for all pupils to achieve their potential in the wider world.

Our multi-wave support approach, ensures that we can offer and carry out interventions, assess the efficacy, and review next steps.

The knowledge and input from class teachers and learning support assistants ensures that the pastoral team are able to identify changes in behaviour, engagement or well-being swiftly, and apply interventions where appropriate.

## The Team

Deputy Headteacher - Mrs Bethan Arthur

Pastoral Lead - Mrs Emma Williams

Learning Mentor - Mrs Kay Johnson

Thrive Hub Lead - Ms Rhona Griffflow - EHCP Provision

Evolve Hub Lead - Miss Abigail Curtis - SEMH Provision

Family Liason Officer - Mrs Afra Hugo

ELSA - Mrs Lauren Heatley & Miss Dominika Maciol

## Pastoral Lead - Mrs Emma Williams

Emma Williams' role is to ensure that all children have access to the provision they need.

Emma aims to support pupils in developing skills for life, by giving access to a range of provision the school has to offer.

We have developed a wave approach to the provision in school, identifying areas of need and ensuring that children who will benefit from interventions, can access them. We deliver many interventions internally, and have two amazing hubs supporting different needs.

We also have external providers coming in to the school to deliver interventions, encourage professional development, and bring a range of skills and perspectives to the school, in order to target individual or group areas of need.

Emma believes that relationships are the key to all learning, and that once relationships are established, trust and security can lead the way to the development of all key areas, and she is committed to encouraging the pupils of Carfield to become happy, healthy and engaged children.

## Thrive - Ms Griffflow

Rhona Griffflow is our Thrive Lead

Our Thrive provision is for those students who need additional support with their Communication and Interaction needs as well as their Cognition and Learning needs. She is an experienced English teacher at KS3 and KS4, an English GCSE examiner and has supported students with a range of needs at both primary and secondary level in Sheffield and London. She is a Specialist SpLD Dyslexia Teacher and is training to become an AMBDA qualified Dyslexia Assessor.

Rhona supports students in small groups and on a 1:1 basis and provides outreach support for students back in their classroom. She believes that all students deserve the chance to succeed and enjoy learning.

## Evolve - Miss Curtis and Miss Shazad

Our Evolve team is passionate about supporting children with their social, emotional and mental health needs across school.

Abigail Curtis leads in Evolve, which is our Nurture provision.

In Evolve, with the support of Taybah Shazad, Abigail helps children learn about growth mindset, emotional regulation, communication and social skills. Evolve staff follow the six principles of nurture and integrate a trauma-informed approach.

The Evolve team aim to encourage a positive self-image, the ability to recognise their importance and self-worth, and tools and strategies to allow children to cope with difficulties they may face.



## The Six Principles of Nurture

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- The importance of nurture for the development of wellbeing.
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transitions in children's lives.

## Learning Mentor - Mrs Kay Johnson

Our Learning Mentor, Kay has substantial experience supporting children with their social, emotional and mental health, whilst also engaging children by supporting their behaviour for learning.

Within this role, Kay liaises closely with the Local Authority and external agencies to ensure all support provided at Carfield Primary School is appropriate, high-quality and administered in a timely manner.

## ELSAs - Ms Dominika Maciol & Mrs Lauren Heatley

We strive to encourage the normalising, recognising and dealing with all emotions.

Through Emotional Literacy sessions, we aim to teach pupils to understand their triggers, seek to find appropriate ways to cope with feelings, and make positive changes to thoughts and/or behaviours.

With small group or 1:1 sessions, pupils will work with an ELSA who will plan activities based on their knowledge and understanding of the children as an individual.



## Agencies

Educational Psychology Service  
Family Intervention Service (FIS) formally known as  
MAST  
Social Services  
Speech and Language Services  
Autism Service  
Visual and Hearing Impairment Service

Ryegate Children's Centre  
Health Visitors  
Occupational Health and Physiotherapists  
Early Years Inclusion Service  
Outreach Team  
Pupil Inclusion  
Attendance and Inclusion

## Providers

Steps4ward - Counselling  
Earth Engaged Learning - Forest School  
SWFC - Mentoring  
FocusPsychology - Education Psychologist