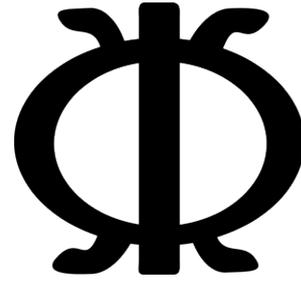




ARUN COURT

THERAPY & EDUCATION



'Resilience and Perseverance lead to success'

School Policy on the Assessment of Well-Being

The purpose of this policy is to ensure that the effectiveness of therapy and well-being approaches is monitored and assessed continually. In turn, this should ensure improvements in pupil engagement and achievement.

Contents:

Individual practitioner responsibilities (p1)

The use of Daily feedback sheets – formative assessment (p2)

The use of tick sheets, learning pathways and reporting – summative assessment (p3)

Samples of recording methods described previously (p 4-10)

The responsibilities of individual practitioners

All Staff

All staff have a moral and legal responsibility to monitor the well-being of students in relation to obligations detailed within the safeguarding policies. They also have a responsibility to continually monitor their students in relation to the 5 categories of 'Every Child Matters' and in line with the Surrey Safeguarding format. Staff do this via making daily notes on parental feedback sheets. These sheets are regularly discussed and monitored at SLT meetings, staff meetings and Therapy Team Meetings so that patterns of behaviour are noticed early, and restorative support is put into place.

Those delivering specific timetable therapeutic approaches

Those members of the Therapy Team scheduled to take individuals or groups for specific input are obligated to keep a record of their input and observations. Confidentiality within sessions such as counselling and clinical psychology must be respected, however as professionals all members of the therapy team must retain sufficient evidence to add credence to comments they make at meetings, in reports and to parents, if challenged to produce it. Matter of confidentiality do not apply in cases of child protection and safeguarding.

The method of recording will differ from practitioner to practitioner, and through supervision and Therapy Team meetings professionals can share their work ensuring best practice. For some inputs such as arts counselling folders, record sheets and work samples may prove most effective whereas for coaching, a log and use of CPB workbooks may be more appropriate. Key to recording is that the main points are detailed in a manageable way:

1. What was the nature of the input
2. What issues were raised by students (either spoken or observed)
3. What progress was made over the course of the session
4. Are there follow-up matters with key staff or other individuals? How will these be monitored?

In addition, whilst all input is either delivered 1:1 in a room with glass doors or 1:2+ with other witnesses in the room, any inappropriate comments or behaviours by the student, that are not a safeguarding concern, need to be noted down to ensure that staff are safe from accusation. Such incidences should be reported to SLT also. Matters of a safeguarding concern should always be reported according to the rules set down in the policy.

Ad-hoc Intervention

A list of when Indian Head Massage has taken place should be recorded within the log – child, time, where, why and outcome. Ad hoc counselling / coaching chats may be recorded within the daily well-being logs under a short comment if appropriate e.g 'maths caused HC anxiety today. Chatted it through and she described feeling overwhelmed. Time out and breaking the task down on post-its helped' as this will inform future planning for the teacher.

Reporting and Performance Management

All staff, to varying degrees, should be able to comment with colleagues on the effectiveness of approaches and how student's mental health is improving or deteriorating. In the case of the therapy team in particular, they should also be able to provide documented evidence for scrutiny as part of their performance management reviews, to assist in the writing of reports and most importantly to continually inform the practice of the school in the weekly therapy team meetings.

The SLT have an additional, strategic role, in ensuring that practitioners are actively supporting mental health improvements and that these in turn are leading to academic achievement. They must regularly scrutinise samples of practitioner work, discuss and create action points for the staff to ensure positive outcomes for all students. See SLT scrutiny meeting sheet (p5).

Daily Diary Sheets

On a daily basis, class teachers, alongside the therapy team, in particular, but all staff, should consider the observations and interactions they have had with students and record comments relating to mood, engagement and mental health onto the daily feedback sheets.

Summative Assessment

At each learning pathway meeting:

Autumn Term – 1 meeting held 6 weeks before the end of term

Spring Term – 2 meetings, 1 at the start and 1 after 6 weeks

Summer Term – 2 meetings, 1 at the start and 1 after 6 weeks

The Therapy Team should input into the process and the overall targets set. In addition, it is the responsibility of the team to complete the tick sheets which indicate where a student is developmentally in various social, emotional and life-skills based situations (for tick sheet examples please see the back of this policy document)

The Therapy Team should also actively be involved in report writing each term and in the annual Review Process, including the preparation of paperwork collaboratively with the relevant members of the academic team.

Strategic Review

The Head of School should review final reports and the quality of the pathway documents and has the ultimate responsibility for pupil progress in all areas

The Assessment Leader should be able to comment on the progress of students in relation to the academic interventions they have completed. This in turn informs the school as to which interventions are effective.

The Therapy Team leader should be able to comment on the mental health of all students, and the effectiveness of the different well-being inputs, as evidenced in the ways described within this document.

At strategic review meetings it is essential that the half term 'snap shots' for each student are completed as these provide a very clear indication of overall progress across all areas.

Well-Being Practitioners – SLT Scrutiny Meeting Agenda

Items for Review	Documentation to be reviewed
Are all practitioners keeping accurate records and are they using this information effectively to promote pupil progress?	Practitioner folders and logs Therapy Team Meeting minutes follow-up
Which therapy is proving most/least effective?	Student Learning Pathway documents Snap Shot reviews Tick Sheets Review against academic progress also Review also against 'cost' – financial and also in terms of time
Are all practitioners ensuring that confidentiality does not apply in safeguarding situations?	Review practitioner notes against DSL cause for concern forms – are there any issues that have not been properly reported?
Are all practitioners actively participating in sharing best practice and supporting colleagues?	What have the SLT observed? Therapy Team Meeting Minutes and Follow Up

SLT should record the outcomes of these reviews and in turn they should inform the Performance Management process.

.....

Sample of the Daily Dairy

Date:

Today my mood has mainly
been:

Accidents/injuries?	Reminders?
---------------------	------------

Morning sessions	Breaks and lunch	Afternoon sessions
Highly anxious	Highly anxious	Highly anxious
Anxious	Anxious	Anxious
A bit worried	A bit worried	A bit worried
A little low	A little low	A little low
Very low and negative	Very low and negative	Very low and negative
Over excited	Over excited	Over excited
Good participation and focus	Good participation and focus	Good participation and focus
Fair participation and focus	Fair participation and focus	Fair participation and focus
Little participation and focus	Little participation and focus	Little participation and focus
Aggressive	Aggressive	Aggressive
Happy and content	Happy and content	Happy and content
Pushing myself to try new things	Pushing myself to try new things	Pushing myself to try new things
Well- regulated emotions	Well- regulated emotions	Well- regulated emotions
Other:	Other:	Other:

Any successes to report for today?

Any issues to report for today?

Learning Pathway Target Template

Short Term Targets – Learning Pathways

Student Name: D.O.B

Date targets set:

Length of time before review:

Area	Target (SMART)	Review
Attendance		
Academic and Cognitive		
Emotional, Social, Behavioural and mental health		
Sensory and Physical		
Communication and Learning		
What help will I have with my targets? Who will give me this help?		

Examples of Tick Sheets (These are samples only – a full assessment booklet is held for each student containing many more criteria)

Anxiety Management & Regulation Indicator – Basic Trips	
Currently not safe or unable to cope with trips to the local café with high ratio adult support	
Able to visit the café on quiet days with adult support	
Able to walk safely and happily to the park with 1:1 or 2:1 as necessary	
Able to walk to the park safely and happily, participate and return safely with group ratio support	
Able to eat a full meal, socially, with high adult support in a busier café or the pub restaurant	
Able to visit a busy village shop and make purchases with adult guidance	
Able to safely and happily participate in a brief car journey trip – forest school, Winkworth with 1:1	
Able to do the above in a group ratio	
Able to go further afield by car and to a busier location with group ratio support – Newlands corner, Guildford town centre, visiting the Spectrum,	
Able to cope with a 45 minute coach journey and trip, with parents or a high adult ratio	
Able to cope with a longer than 45 minute journey and trip with parents present or a high adult ratio	
Able to cope with a 45 minute coach journey and trip, with group level ratios	
Able to cope with a longer than 45 minute coach journey and trip with group level ratios	
Able to manage an overnight stay with parents present or very high adult ratio	
Able to manage an overnight stay with group ratios (This may be a larger school return level indicator but should not be viewed in isolation; view with all other AMRI sheets, academic progress and professional reports)	

Anxiety Management and Regulation Indicators – Sharing	
Unable to share personal possessions with siblings or other young people known to them without showing high anxiety or aggression	
Able to share with people known to them but unable to share personal possessions with classmates	
Unable to share school owned classroom or sensory equipment with peers' due to anxiety/aggression	
Able to share classroom based equipment safely for some sessions and in some contexts when directed by staff to do so	
Able to share classroom based equipment safely for most sessions and most contexts when directed by staff to do so	
Naturally shares classroom resources in most contexts	
Anxiety Management and Regulation Indicators – Sharing in game contexts	
Becomes distressed when things do not go their way, unable to play a game with any peers due to anxiety/ aggression, can only play with an adult	
Requires 1:1 adult supervision when playing a game with peers, in order to negotiate game play/rules or to 'keep things fair', still becomes distressed, thus unable to continue with an activity due to frustration/anxiety on occasion	
Able to play a structured, rule based game with up to 2 peers with some discussion, and adult supervision	
Able to play a game with several peers, but requires 1:1 adult supervision to negotiate game play/rules, and manage behaviour towards others	
Able to play a rule-based game in which co-operation is needed with a small group (1-2 peers), with little adult support	
Able to play a clear rule based game with several peers, with little or no adult support	
Able to play an open-ended, creative game with several peers, communicating and deciding on rules as a group, without adult intervention	

Anxiety Management and Regulation Indicators – TOUCH TOLERANCE / SENSORY ADVERSE	
Unwilling to touch sensory or game apparatus	
Unwilling to be touched in a positive, reassuring manner (e.g. pat on the shoulder)	
Uses soft sensory blankets for comfort when prompted	
Uses weighted therapy when prompted	
Engages with physical gross motor game play for a short period of time	
Uses soft sensory blankets for comfort without prompting	
Uses weighted therapy without prompting	
Able to be peanut balled with light pressure	
Able to be peanut balled with medium amount of pressure	
Likes me be peanut balled with strong pressure	
Able to be touched in a positive or reassuring manner (e.g. a pat on the shoulder)	
Able to have a hand massage	
Able to have an Indian head massage, from a single practitioner that the child is comfortable with	
Engages with physical gross motor game play for an extended period	
Able to have an Indian head massage with any practitioner	
Likes to be touched in a reassuring manner, enjoying hugs and being squeezed	