

# Emotional Wellbeing and Behaviour Support Service

## High Incidence Needs Team

### Northumberland Inclusive Education Services

## 'About us'

We are a team of experienced and skilled specialist teachers and behaviour support workers from a range of backgrounds. We bring together a wealth of expertise and practical experience to support schools to improve outcomes for children and young people with social and emotional needs.

The service provides targeted support, advice, intervention, and training. We aim to use supportive, collaborative and creative approaches which develop a school or educational setting's expertise and practice in relation to meeting the social and emotional needs of their learners.

## Schedule of Yearly Service Activity

### Autumn 1: Team focus

- Targeted transition support, based on data analysis, for cohorts of children and young people with complex needs transitioning from Nursery into Reception and from Primary into Secondary school.
- Implementation of yearly planning meetings with schools and settings
- Individual requests for support accepted if criteria for acceptance met and work scheduled
- Whole school requests for support accepted and work scheduled
- Delivery of training offer
- Consultation line appointments available

### Autumn 2: Team Focus

- Individual requests for support accepted if criteria for acceptance met and work scheduled
- Whole school requests for support accepted and work scheduled
- Delivery of training offer
- Consultation line appointments available.

### Spring 1: Team Focus

- Individual requests for support accepted if criteria for acceptance met and work scheduled
- Whole school requests for support accepted and work scheduled
- Delivery of training offer
- Consultation line appointments available.

### **Spring 2: Team Focus**

- Individual requests for support accepted if criteria for acceptance met up until the last day of the working day of the spring school term and work scheduled.
- Whole school requests for support accepted and work scheduled
- Delivery of training offer
- Consultation line appointments available.

### **Summer 1: Team Focus**

- Work scheduled for individual requests for support received up until the last working day of the spring term
- Whole school requests for support accepted and work scheduled
- Delivery of training offer
- Consultation line appointments available.
- *Please Note: referral for individual support not to be made during the summer term*

### **Summer 2: Team Focus**

- Targeted transition support, based on data analysis, for cohorts of children and young people with complex needs transitioning from Nursery into Reception and from Primary into Secondary school.
- Transitional support for individual children and young people who are already open to the service moving from Nursery into Reception and from Primary into Secondary school.
- Completion of work relating to Individual requests for support received during the academic school year.
- Whole school requests for support for the following academic school year accepted and work scheduled
- Consultation line appointments available.
- *Please Note: referral for individual support not to be made during the summer term*

## **Why schools would request support and at what point**

### **Schools should request support for individual pupils from us when they have:**

- identified a pupil with social and emotional needs which are impacting on their ability to access learning opportunities and/or make progress
- implemented and evaluated 2 cycles of assess – plan – do – review as set out in the SEND Code of Practice. The cycles of support must link to the specific social and emotional needs that our advice is being sought for.

## **Schools should request whole school support from us when they:**

- have identified a specific training need linked to providing social or emotional support to their learners
- require support for a need linked to emotional wellbeing or behaviour that is not related to a named individual such as learning walks, group/class/year group concerns or support with the implementation of whole school practices and procedures
- accessible advice and consultation in reference to SEMH priorities in school
- general advice and strategies regarding how SEMH can impact on a learner's ability to access the curriculum and how the challenges identified can be supported
- general transition advice for pupils with social and emotional needs

## **Schools should NOT request support from us in the following situations**

- To request our involvement for the sole purpose of providing evidence to support an onward referral to CYPS for a neurodevelopmental assessment when the child or young person's educational needs are being appropriately managed and/or met within school.
- To seek support for families and/or support at home when there are no identified needs within school.
- To seek mental health support for a learner that is beyond what would be expected of our team's educational remit.
- When a child or young person is not attending either a school or setting due to acute anxiety.

## **How to request support**

All referral forms and supporting documentation documents can be found at [Northumberland Emotional Wellbeing and Behaviour Support Service](#) or [Northumberland Education](#)

### **Individual Requests for Support**

- Complete the "NIES Request for Individual Pupil Support" form
- Provide evidence of 2 cycles of support which specifically targets the social and emotional needs that are of concern
- Complete and include the 'Emotional Wellbeing Gathering Tool' with your 'Individual Request for Support' form
- Parental consent must be sought and submitted at the same time as the 'Individual Request for Support' form. The request for support will not be accepted without parental consent and all paperwork submitted to the service will be returned to the

school or setting along with an email explaining why the request for support has been returned.

- Requests for Support must evidence that a graduated response as set out in the SEND Code of Practice has been followed. Where not evident, communication will clearly explain why the request for support was declined.

**Whole School Requests** (Requests for any work not relating to a named individual learner).

Complete and submit the 'NIES Whole School Request for Support' form

### **Group Work Requests**

- Requests for group work should be made on a 'Whole School Request for Support' form
- You must also complete and submit a group work permission form. This confirms that parental consent has been sought and gained for each learner that you wish to participate in the intervention. The group sessions cannot commence until the consent is in place.

## **What to expect from us**

### **Consultation line**

- School staff can book a 45-minute consultation appointment to anonymously discuss pupil need and receive advice, strategies and resources to support the need raised.
- 'An Individual Request for Support' form does **NOT** need to be submitted to book a consultation line appointment.
- Parental Consent does **NOT** need to be sought for consultation line appointments as no child or young person's name will be shared. You will outline the presenting difficulty and will be given suggestions for next steps.
- The consultation line is manned by all members of the Emotional Wellbeing & Behaviour Support Team.

[School EWB Consultation Booking Page](#)

### **Requests for Individual Support**

Support for each individual learners will be planned and agreed with school staff according to context, for example:

- Pupil need
- Cycles of support already in place
- Status on the SEN register

**Inclusive Education Services**

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It is a flexible mechanism by which all professionals can work together to target support in the most effective way. Each request for support is different and involves a wide range of complexity, so support that we offer will also vary and may include some, or on very rare occasions all, of the following:

- Consultation with staff
- Observation of the pupil within school
- Gathering pupil and parent voice; ensuring that this is reflected in any advice or recommendations given
- Reflection & evaluation of current documentation, provision and interventions in place
- Signposting to appropriate resources and sources of information
- Supporting school staff to write and/or review the next cycle of support
- Supporting schools to write and/or review individual pupil Behaviour Support Plans
- Supporting schools to write and/or review individual Risk Assessments
- Focused 1:1 intervention work with the pupil if the specialist teacher deems this to be appropriate. Any 1:1 intervention offer made will be time limited and short term. The sessions will be structured and have clear learning outcomes. A key purpose will be to model the implementation of appropriate strategies and approaches to school staff so that the intervention can continue once the Emotional Wellbeing and Behaviour Support Team withdraws.
- Monitoring visits if required and deemed appropriate by the service.
- A written record outlining the advice and recommendations given and why.

### **Whole School Requests for Support**

Whole school requests can relate to a group, cohort, class or the whole school need.

When a whole school request for support is received, a member of the Emotional Wellbeing and Behaviour (EWB) Team will contact the member of staff making the request to discuss your specific requirements and to arrange any appointments required.

This is a collaborative approach between school and the EWB professional involved. Support and input will be planned in consultation with you to ensure the support given is tailored to meet your bespoke needs.

Some examples of this work may include (but not limited to):

- Joint observations
- Learning walks
- Training
- Coaching and mentoring
- Group work
- Modelling of planned interventions and strategies
- Support with paperwork

## How we measure impact

- Impact is measured through the collation and analysis of data received from service evaluations provided by learners, school staff and parents following all forms of support – individual, group or via whole school support and training.
- When interventions are delivered by the EWB Support Team, pupil progress is measured against the SMART targets set.
- Analysis of service data and LA, regional and national comparatives.