

Landsdown Park Academy Outreach Support Package

In order for a pupil to thrive in an educational setting, all stakeholders must understand the child's needs and know how to cater for them. For children who have been affected by trauma, or who have additional needs, it is particularly essential that there is a consistent approach across the whole school.



Behaviour Policy Audit

Staff CPD (Teachers/TAs/LSAs)

(Trauma-informed practice in the classroom; effective resources and approaches for supporting children with behaviour that challenges; and/or supporting children with attachment disorder)

Staff Wellbeing, Safety & Capacity to Role Model

For a multitude of reasons, pupils may display challenging behaviour because they haven't yet developed the skills required for effective and enjoyable learning experiences e.g. resilience.



Support the CT and other relevant staff to provide **bespoke curriculums/resources** to support learners to develop these skills over time

PSHCE Curriculum Audit

Coaching for support staff to carry out relevant interventions that will build these skills e.g. Lego Therapy, activities which support emotional literacy, Draw and Talk therapy, sensory circuits, Nurture-based activities etc

Staff CPD (Teachers/TAs/LSAs)
(A Resilient Curriculum)

A significant majority of pupils who exhibit behaviour that challenges have associated or underlying cognitive or communication needs.



Assessments using PT, Boxall, LP Competencies & Prisma

Support with requesting assessments and making **relevant referrals** e.g. CAMHS, SALT, NAOS

Resources and guidance for supporting a pupil's cognitive and communication difficulties

Suggestions for **specific interventions** to target these areas of need

Support with applying for EHCPs or Top-Up Funding

Pupils who consistently display behaviour that challenges find it very difficult to establish and maintain positive relationships with staff, fellow students and especially with themselves. It can be very difficult to support students to overcome this, the most significant of all barriers to their success.



Restorative Swap Sessions

(Opportunity is provided for the pupil to heal or strengthen their relationship with the class teacher whilst the outreach teacher hosts a restorative PSHCE session with the key pupil's classmates)

Stakeholder Relationship Strengthening

(Outreach to run a positive interaction session involving all stakeholders to heal pupil/staff/parent relationships and improve attitudes to school)



✓ *Belong* ✓ *Grow* ✓ *Succeed*

'All Behaviour is Communication'

Whole School Culture & Awareness

Behaviour Policy Audit

We look in-depth at the school's existing behaviour policy and observed behaviour management practices to establish how well the systems in place cater for children who have experienced trauma and/or have specific needs such as SEMH, ASC, ADHD or AD.

We provide schools with reading material and example 'Attachment Aware' behaviour policies from existing trauma-informed primary schools to aid them in improving any areas of development.

If appropriate, we are able to lead a staff meeting for the re-designing of the school's behaviour policy so that all staff have ownership over its contents and have a thorough understanding of their individual and group responsibilities, regarding attachment aware practices.

Remember: everyone in the classroom has a story that leads to misbehavior or defiance. 9 times out of 10, the story behind the misbehavior won't make you angry. It will break your heart.

– Annette Breau

Staff CPD

Through our observations of the needs of the child, we will make recommendations for literature and training courses that would be helpful to any staff working with those pupils.

Schools can request, and outreach staff will make suggestions based on their time spent in schools, whole staff training in the following areas (or a bespoke combination of these related ideas):

Attachment disorder in the classroom

Trauma-informed approaches in school

De-escalation and preventative practices

Behaviour management strategies

Smaller group sessions can also be arranged e.g. training specifically for one-to-one LSAs or class teachers.

Throughout the sessions, outreach staff will model good practice and strategies for supporting the young people. This can be pre-arranged for certain situations that the pupil is known to find challenging e.g. break time, PE, coming into school etc.

Staff Wellbeing

We provide suggestions for practices that will support staff wellbeing, with particular reference to 'transferable trauma' and the adults' capacity to role model effective relationships.

Staff working group

Internal supervision

External supervision

Wellbeing checklists

Reflections/de-briefs

Sufficient training



There are three kinds of men. The one that learns by reading. The few who learn by observation. The rest of them have to pee on the electric fence for themselves

Formal Assessments

In conversation with the adults who know the child best (learning support assistants, SLT and class teachers), outreach staff will complete formal assessments at the start and again at the end of the twelve-week programme.

Using the Boxall Profile and SEMH Prisma Progression, we will identify the child's strengths and areas of development. These will be reported in a one-page document that identifies the child's three main targets and offers suggestions for resources and strategies to support the pupil to reach these goals.

After the progression tool has been completed, outreach staff will send a detailed report identifying the pupil's speech, language and social communication needs. This may reveal that the child would benefit from a specialist SALT assessment and/or an ASC assessment.

Outreach staff will also help determine the young person's 'readiness to learn' through assessing them against the Lansdown Park competencies.

Assessments & Referrals

Support with Referrals

It may be that the outreach team suggest school staff make referrals based on observations or assessments of the pupil that reveal markers of underlying conditions e.g. mental health conditions, significant difficulties with speech and language and/or specific learning difficulties such as dyslexia.

We can then signpost staff to relevant organisations and projects that can offer support and/or help make official referrals to certain services e.g. CAMHS.

It may also be appropriate to apply for an EHCP for the pupil as well as top up funding. We can help schools navigate the complex referral systems and make suggestions regarding the best way to spend that child's allotted funding so that it is most impactful on their successful education and wellbeing.

Resources and Guidance

Outreach staff are able to provide literature, resources and training in a wide-range of interventions that can help remove the barriers to learning faced by many of our pupils. We may also make suggestions for staff to attend formal training in certain interventions (that have been robustly researched and identified as impactful).

Sensory Circuits

Fine Motor Skills

Playground Games/Social Skills

Nurture

Lego Therapy

Draw and Talk Therapy

Transition Groups (Yr 6)

***A child who
demands your
attention is a
child who NEEDS
your attention.***

Staff CPD/PSHCE Curriculum Audit

As well as offering CPD for staff around managing high-needs behaviour and becoming attachment aware, the outreach team offer training in approaches that will benefit all learners.

This includes an audit and an opportunity to re-design the school's PSHCE curriculum so that it is current and relevant to the children in living in their unique catchment area.

Specific training in embedding resilience development into the school curriculum is also available.

Small group training can be delivered for key adults who discuss challenging subjects with pupils including child criminal exploitation, domestic violence, drug and alcohol misuse (both parental and child).

Development of Pupil Skills

Bespoke Curriculums

The majority of children referred to the outreach team have experienced a fragmented education; consequently, all pupils have significant gaps in their learning and most are working below their age-related expectations. These difficulties act as further barriers to learning and successful engagement within a classroom setting. Especially careful thought must be given to the curriculum provided for these children so that it addresses their academic and SEMH needs. We help to create bespoke curriculums that will quickly and efficiently diminish the difference between our pupils and their peers, equipping them with the skills they need to learn in a classroom, whilst maintaining their dignity and boosting self-esteem.

Too often the very children who require the most exciting and precisely-pitched learning to inspire engagement and accelerate progress are those who are left to complete dull worksheets that are often either too easy or too hard.

A child's bespoke curriculum may also involve alternative learning activities and opportunities to increase the pupil's cultural capital (e.g. forest school)

Our support might also involve the creation of reintegration timetables to help return children to full time education/in-class education.

If a child can't learn the way we teach, maybe we should teach the way they learn.

Ignacio Estrada

Coaching for Staff

Rather than working solely with the child, outreach staff aim to involve key members of staff in these sessions so they can continue to host them at other points during the week, once the outreach programme has concluded and with other children who present with similar needs.

Once staff have attended the official 'Draw and Talk' therapy training, we can provide coaching to improve technique.

We also provide training and coaching in Lego Therapy and Sensory Circuits.

The coaching model is open to 2 adults per group and follows a 3-session process involving an initial demo, a paired teaching session and an observation.

A significant portion of the programme involves modelling to key adults how to positively engage with the pupil and deescalate situations when the pupil has entered a heightened state. These are opportunities to model how to teach pupils to name their emotions, self-regulate and reflect, including the use of tools such as reflective listening, five-point scale, social stories, time-out cards and restorative justice.

In my world there are
NO BAD KIDS,
just impressionable,
conflicted young people
wrestling with
emotions & impulses,
trying to communicate
their
feelings & needs
the only way
they know how.

- Janet Lansbury

Healing of Pupil Relationships

Restorative Swap Sessions

Often, children who are at risk of permanent exclusion have been given very few opportunities to interact positively with their class teacher. In some cases, the pupils are educated exclusively outside of the classroom and can't even tell you their class teacher's name.

Knowing that children learn best when they have strong relationships and that children with the highest academic deficit should be exposed to the most skilled practitioners, we strive to provide opportunities for class teachers to spend quality bonding time with their most challenging pupils.

Whilst these one-to-one sessions are taking place, outreach teachers will host restorative PSHCE sessions with the rest of the class in hopes of developing their understanding of the key pupil's needs by addressing the 'elephant in the room' and discussing the difference between equality and equity (in sensitive, age-appropriate language).

Positive Interaction Sessions

Many of the pupils referred to us come from families who have also experienced trauma and find communicating with educators challenging.

We help schools develop scripts that allow them to be mindful of parents' own childhood experiences and to prevent triggering vulnerable parents. Responses to trauma triggers can lead to negative interactions and therefore interfere with parental engagement.

During the twelve-week programme, we aim to offer at least two 'positive interaction' sessions where parents/carers/family members are invited in to share in an activity their child enjoys e.g. playing sport, cooking a healthy meal, sculpting with modrock etc. This allows members of the family to engage with staff, in the school building, in a way that is relaxed and fun as well as witness their child enjoying school. Additionally, the sessions may provide a good opportunity for staff to model how to interact positively with children so that parents can pick up some useful strategies.

