

# Social, Emotional and Mental Health Provisions

at St Peter's Collegiate Academy



“Come to me, all you who are weary and burdened, and I will give you rest. Take my yoke upon you and learn from me, for I am gentle and humble in heart, and you will find rest for your souls. For my yoke is easy and my burden is light.”

Matthew. 11:28-30



# Social, Emotional and Mental Health Provisions

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways, affecting the child's internal view of themselves and impacting on self-awareness, self-regulation, motivation, social skills and the ability to empathise with another. The child may have experienced trauma or had unmet needs, or their behaviours may reflect underlying mental health difficulties such as anxiety, depression, addictions, eating disorders or physical symptoms that are medically unexplained.

*Definition of Social, Emotional and Mental Health needs.  
(SEN Code of Practice, 2014)*

At St Peter's we offer a range of provisions to support our students and their Social, Emotional and Mental Health Needs. These provisions are graduated in their approach and are arranged into the following categories:

**Universal (Wave 1)** which will primarily be delivered by the teachers and Heads of Year.

**Targeted (Wave 2)** which is delivered in a one-to-one or small group setting.

**Specialist (Wave 3)** which is typically delivered by specialist services from outside of the academy.

The details about the provisions offered at St Peter's can be found on the following pages:



Senior Mental Health Lead  
at St Peter's:  
**Dan Sherriff**  
*Vice Principal*



Wave 1

# Universal

## **Parental meeting**

Meeting between school staff and parents to discuss concerns and how the academy can support.

*Delivered by: SENDCo/DSL/HOY/PSW*

*Usually every 6 weeks (as required)*

## **Time Out Card**

A card which allows the student to spend a set period of time out of lesson.

*Delivered by: SENDCo/DSL/HOY/PSW*

*Reviewed every 4 weeks*

## **Seating plan amendments**

A change to seating plans to ensure that the student is most comfortable.

*Delivered by: SENDCo/DSL/HOY/PSW*

*Reviewed every 4 weeks*

## **Restorative conversation**

A conversation between the student and a peer or member of staff intended to rebuild following a break down in relationships.

*Delivered by: SENDCo/DSL/HOY/PSW*

*As required*

## **Establish key adult**

A member of staff is nominated to be a key person for the student. They will check up on the student on a regular basis.

*Delivered by: SENDCo/DSL/HOY/PSW*

*Reviewed after 6 weeks*

## **Establish safe spaces in school**

Spaces within school are identified for the student when they are feeling dysregulated.

*Delivered by: SENDCo/DSL/HOY/PSW*

*Reviewed every 6 weeks*

## **Peer Mentor**

An older student is assigned to work with the student giving them peer support.

*Delivered by: SENDCo/DSL/HOY/PSW*

*Reviewed every 6 weeks*

Wave 2

# Targeted

## GRASP

GRASP is a 6 session programme that is designed to provide pupils with a range of skills and understanding, such as problem solving and assertive expression, which will enable them to make confident, positive decisions in social situations with peers.

*6 weeks*

## Pastoral Support Plan

A plan produced between the student, a member of staff and a parent/carer. On the plan the student will be set three SMART targets. It will also outline the provisions which the academy are providing.

*Delivered by: SENDCo/DSL/HOY/PSW*

*Reviewed every 6 weeks*

## ELSA Emotional Literacy Support Assistant

Staff work with students either individually or in small groups to deliver bespoke interventions tailored to the presenting situation or need.

The role of the ELSA is to develop students emotional literacy, positive mental health, social skills and emotional wellbeing.

*Reviewed every 6 weeks*

## The Dove Self Esteem Project

The Dove Self-Esteem Project is delivered by our SEND team whose goal is to ensure our students grow up enjoying a positive relationship with the way they look, and to help them reach their full potential, improving their body-confidence and ultimately their self-esteem.

*Reviewed after 6 weeks*

## Therapy Dog

Assigned time with Finlay. There is a programme of interventions that the student works through as they spend time with Finlay.

*6 weeks*

## Drawing and Talking

A gentle, non-intrusive method of working with students who need help to support their emotional and learning needs.

*12 weeks*

## Lego Therapy

Students work in small groups to construct a lego set. One of the students is the builder, one is the architect (who gives the instructions). The students have to develop their communication skills and teamwork.

*6 weeks*

## Circle of Friends

A group of peers gather to help a member of the group. This is facilitated by a member of staff. The group will support the student to achieve their goals with suggested strategies.

*As required*



Wave 3

# Specialist

## Reflections Service

St Peter's hosts a Mental Health Support Team, called Reflexions. This service is delivered by the NHS. They offer low level interventions, typically this would be Cognitive Behaviour Therapy (CBT). This can be one-to-one or in groups

*Delivered by: Reflexions Team*  
*6 weeks*

## Referral to CAMHs

The academy can refer into the CAMHs service if the graduated approach has been fully utilised, or the need is significant

*Delivered by: CAMHs*  
*Varies depending on support offered*

## Educational Psychologist

The Educational Psychologist works with a range of students, some of which need support with SEMH. They will observe the student, work 1:1 with them and produce recommendations for the student and the academy. These recommendations will form the basis of the targets and strategies that staff are asked to follow. The Educational Psychologist will also support an application for an Education, Health and Care Plan (EHCP).

*Delivered by: Educational Psychologists*  
*Typically a term*

## Outreach Service

Outreach workers come into school to support students with specific needs, such as ADHD or Autism. They will provide the student and the academy with strategies to support the student in school.

*Delivered by: SENDCo*  
*Typically 6 weeks*

## ISAPP Referral

In order to receive additional support, or a placement at Appropriate Provision (commissioned by the Local Authority) the academy can place a referral into the City's inclusion panel who will provide guidance and support about next steps. They will also commission Appropriate Provision placements, if they feel that is suitable.

*Delivered by: SENDCo/VP*  
*Varies, at least 6 weeks*

## Appropriate Provision Referral

Appropriate Provision may be commissioned by the academy when a student needs additional focussed specialist support for a time limited period. These placements are off site.

*Delivered by: SENDCo/AP/VP*  
*Varies, at least 6 weeks*

In order to measure the impact of the provisions provided, the Academy utilises a range of tools. They include, but are not limited to:

GL Assessment - PASS (Pupil Attitudes to Self and School)

Strengths and Difficulties Questionnaire

Boxall Profile

Specialist reports and advice

**St Peter's Collegiate Academy**

Part of the Three Spires Trust



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St Peter's Collegiate Academy  
Compton Road West  
Wolverhampton  
WV3 9DU

T. 01902 558600

[info@stpetersacademy.org.uk](mailto:info@stpetersacademy.org.uk)



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