



# The Whitehouse PRU

AP Primary Transition



**S T E P S T O  
S U C C E S S**

**Primary SEMH Outreach Service**

The service is funded by the Hull LA High Needs Block.

The service is part of a collaborative system working jointly with education, health and care providers to deliver a child centred approach to meeting the additional needs of the child.

Inline with the SEND Code of Practice the outreach service supports school to have clear processes to support children, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.



## Key Performance Indicators

Reduction in fixed term exclusions for pupils who have received outreach within the academic year

Improvement in pupil's attendance

Reduction in permanent exclusion

Number of behaviour audits carried out

Number of pupils making a positive transition from Primary – Secondary

Satisfaction rate from parents/pupils/schools



There have been no permanent exclusions for primary aged pupils this academic year.

We currently have 66 live pupil cases across 37 primary schools.



## **Our team is specialised in a range of different areas such as:**

- Attachment separation and loss.
- Mental Health first aid.
- Sensory processing.
- Behaviour modification programs.
- EYFS interventions.
- Personalised intervention programs.
- Emotional Coaching
- Trauma informed approaches

# Outreach Procedure (First Point of Intervention)



Primary SEMH Outreach Service

|  |
|--|
| Step 1: Receive referral form  |
| Step 2: Initial information gathering information collected and outreach worker allocated to case. |
| Step 3: Initial observation  |
| Step 4: Initial meeting with school  |
| Step 5: Home visit/ Teams meeting  |
| Step 6: 2 <sup>nd</sup> observation<br>Possibly 3 <sup>rd</sup> depending on case                  |
| Step 7: Contract written and shared  |
| Step 8: Support begins   |
| Step 9: Review meeting (6 weeks)   |



Primary SEMH Outreach Service

# Example Contract



| School: ██████████  | Name: ██████████   | D.O.B: ██████████  |                |
|---|--|--|----------------|
| Class: ██████████   | Class teacher: ██████████  | PP No  | LAC No         |
| Date of contract: October 6th   |  | Review Date: December 2022   |                |
| Present: ██████████   |  |  |                |
| <p><b>Behaviour causing concern:</b><br/>         ██████████ behaviour has significantly declined within the past 6 months.<br/>         ██████████ behaviour is becoming more challenging.<br/>         When in school, ██████████ can display disruptive behaviour within the classroom and at unstructured times.<br/>         ██████████ will regularly abscond from the classroom and refuse to complete work. Zach will attempt to abscond the school building and be outside. If Zach is within the school building, he will run around, disrupt other classrooms, use equipment inappropriately. Zach will often attempt to get resources such as PE equipment and use these in a dangerous manner by throwing them, using them as missiles.<br/>         When in the classroom, Zach can show low level disruption such as tapping, banging and talking. However, Zach can show more extreme behaviour such as throwing chairs, tipping tables, standing on tables or encouraging other children to make incorrect choices. Zach will encourage children to attempt to show physically aggressive behaviour such as fighting.<br/>         Zach will also use verbally abusive language and threats towards peers.<br/>         During unstructured times, Zach will again, attempt to start with fights with peers especially older children. Zach will make himself unsafe by not being in the right place, using school equipment inappropriately such as climbing up the basketball area.<br/>         Due to Zach's behaviour declining, Zach is becoming more challenging within the school. Zach has physically assaulted staff by kicking and hitting.</p> |  |  |                |
| Personal Development Targets  | Suggested strategies   | Delivered by   | Impact/Outcome |
| <p><b>Self control and behaviour management</b></p> <ul style="list-style-type: none"> <li>I can stay within the classroom environment</li> <li>I accept and follow adult instructions.</li> </ul>  | <ul style="list-style-type: none"> <li>Short breaks threaded in throughout his day - Use a timer and a specific plan of where he can go (5 min) This should not be rigid support staff need to be able to 'read' when he needs to move.</li> <li>Activities outside of the classroom that he can complete in this time should ideally be linked to the lessons that he is doing ( Maths games/ fine motor skills, Boggle, spelling games)</li> <li>Focus on past positives when giving instructions 'During the maths lesson you showed fantastic listening skills, I wonder if we can sit quietly and listen to Miss again?'</li> </ul> | <p>Teaching staff and support staff</p>  |                |
| <p><b>Skills for learning</b></p> <ul style="list-style-type: none"> <li>I can work alongside another pupil without disrupting</li> <li>I can ask permission before leaving my chair</li> </ul>   | <ul style="list-style-type: none"> <li>Points sheets with specific and targeted behaviours – ensure that targets are agreed with Zac and that it is achievable then build up.</li> <li>Check in Talk about targets for the day reflect on previous positives remind of strategies for when he feels dysregulated.</li> <li>Good morning/afternoon notes</li> <li>Use of a <u>5 point</u> scale on his desk - staff must support him in creating and this them coach him on how to use it effectively.</li> </ul>   | <p>Teaching staff and support staff</p> <p>Paula to support staff to create this</p> |                |

| Interventions  |  |   |
|--|--|---|
| STS Outreach   | School   | Home  |
| <p>Provide school with visual supports – Fab day notes, Points chart, hooks and baits script etc</p> <p>Weekly emails/drop ins to discuss strategies and their effectiveness with Kirsty adapting where necessary.</p> <p>Model/coach how to respond to challenging behaviour with Abby as well as working with her to develop the <u>5 point</u> scale.</p> <p>One to one <u>sessions</u></p> <ol style="list-style-type: none"> <li>Introduction activity – what is/isn't working in class</li> <li>School rules – using brain breaks appropriately - sensory diet cards</li> <li>Triggers -</li> <li>How emotions affect me</li> <li>Reflecting on incidents- using comic strips</li> <li>Calming strategies</li> </ol> | <ul style="list-style-type: none"> <li>Use a jobs/task list so that he knows what he has to complete for each lesson - be specific so that he can get on as soon as he returns (the TA could do this during the input and just write down the bullet points)</li> <li>During maths input as soon as the TA thinks he understands or he is becoming fidgety this would be an ideal time to take him out complete work linked to learning in the lesson.</li> <li>Avoid using the traffic lights on the wall as these will just reinforce his negative self-image. – <u>5 point</u> scale on desk instead.</li> <li>Lots of praise for making the right choices especially straight after making a wrong choice. Even if this is by saying "great to see you back in Zac"</li> <li>Safety plan in place showing where he can and cannot go this needs to be put in place with him for it to be effective. You can always start big then reduce the areas.</li> <li>Set up a regulation station outside of the classroom</li> <li>Use <u>paceful</u> approach when supporting Zac</li> </ul> <p>Zac is very high alert all of the time, staff need to be skilled at reading him and getting him to get up go for a quick walk then quickly back on track before he escalates.</p> | <p>Once I have contacted and discussed with home I will update this section</p> |
| <p><b>School to Email Steps to Success</b></p> <ul style="list-style-type: none"> <li>each week with an update on any significant behaviour causing concern</li> <li>Any Fixed term exclusions</li> <li>Dates of any upcoming meetings</li> <li>Updates from EHCP, SALT or EP reports</li> </ul>   |  |   |
| <p>Review impact/outcomes</p>  |  |   |

# Whitehouse Place



- 41 Commissioned Whitehouse place (Years 1-6)
- Referral to the FAP to receive a Whitehouse Placement. Pupil passport and graduated approaches shared.
- Primary day 6 provision for the city in the case of permanent exclusions.
- Pupils may be dual registered or single registered
- All pupils need an exit plan

Depending on the circumstances in the first instance a part time placement would be offered first normally.

KS1- Due to the age range a full time place is offered if appropriate

SEND- If a specialist setting is considered more appropriate in the circumstances a mainstream place may be offered.



|   |          |  |
|---|----------|--|
| <b>Admission Pack</b>                             |          |  |
| Pupil Information Gathering                       | Admin    |  |
| Pop Sheet   | Admin    |  |
| PDP   | Outreach |  |
| Risk Assessment                                   | Admin    |  |
| PHP   | Admin    |  |
| ADPR/SEN information                              | Outreach |  |
| <b>Admission</b>                                  |          |  |
| Information Overview                              | MW       |  |
| Target Setting                                    | JT       |  |
| Positive Handling                                 | MW       |  |
| Transport   | MW       |  |
| Parent Mail                                       | MW       |  |
| Educational Visits                                | MW       |  |
| Consent form (Medical, photos, <u>allergies</u> ) | MW/DT    |  |
| Medical   | MW       |  |
| Tour and meet teacher                             |          |  |
| Uniform   | Admin    |  |
| Book Review Meeting                               |          |  |
| Dinner Form                                       | Admin    |  |
| Start date agreed                                 | JT       |  |
| Birth certificate/ Passport                       |          |  |
| <b>Information Follow up</b>                      |          |  |
| Safeguarding phone call with mainstream           | KP       |  |
| SEN information <u>follow up</u> with mainstream  | SY       |  |

# Admission



Meeting booked with mainstream, pupil, parents and external agencies and services.

Pupil's background and needs informs which Whitehouse pathway is identified for the pupil:

**Mainstream**

**SEND**

**Safeguarding**

## Agreed Actions

Targets agreed for pupil

Package of support agreed with parent, mainstream and The Whitehouse

Weekly communication contacts agreed

Review date in six weeks agreed.



## Our vision

Whitehouse PRU provides a safe and nurturing environment where pupils can re-engage with education and improve their life chances. The whole team collaborates around the child, working with families, mainstream schools and outside agencies.

## Aims

### Together as inclusion experts we will:

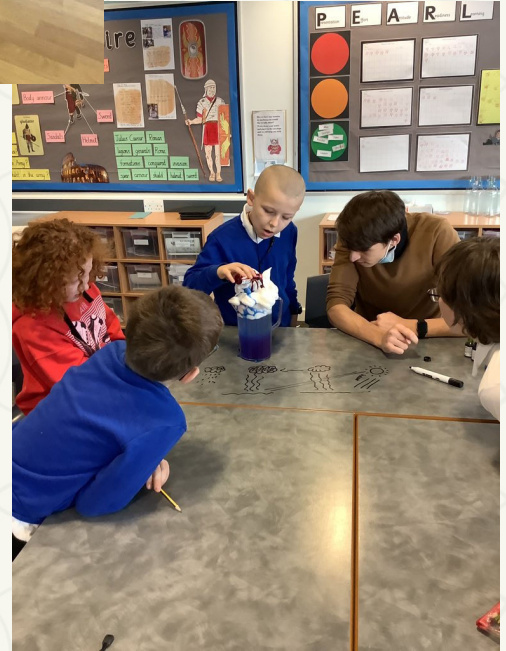
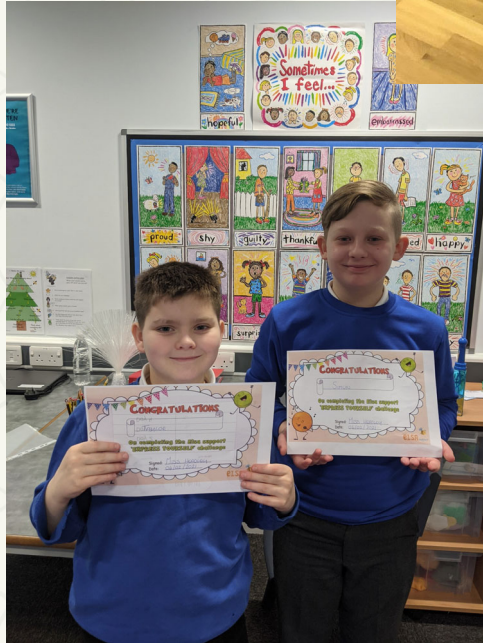
- Reignite children's curiosity and love of learning with engaging opportunities to improve attitudes and attendance
- Deliver bespoke support to promote personal development including self-regulation of behaviour, social skills and mental health
- Identify additional needs to plan personalised support, while providing clear and consistent expectations and boundaries to teach appropriate behaviour
- Prepare children for transition to their next educational setting, whether mainstream or special
- Show children the value of local community so that they leave us caring and thoughtful citizens

# Academic and SEMH Support

- Class sizes 6-8
- High staff ratios
- Interventions 1-1 and in small groups
- Person centred planning to meet pupils individual needs.
- Targeted personal development team to support
- Clear targets for academic progress and SEMH

# A day in the life of a Whitehouse Pupil

| Timing        | Lesson                              |
|---------------|-------------------------------------|
| 8:40          | Meet and greet pupils               |
| 8:45 – 9:15   | Personalised learning, basic skills |
| 9:15 – 10:00  | Literacy                            |
| 10:00 – 10:15 | Newsround, fruit and water          |
| 10:15 – 11:00 | Maths                               |
| 11:00 – 11:15 | Phonics                             |
| 11:15 – 11:30 | Supported play                      |
| 11:30 – 12:00 | Lunch and social etiquette time     |
| 12:00 – 12:30 | Supported play                      |
| 12:30 – 12:45 | Teeth brushing                      |
| 12:45 – 1:30  | Personal development/PSHE           |
| 1:30 – 2:40   | Wider curriculum                    |
| 2:40 – 3:00   | Story and preparation for home      |



# Academic learning – back to basics

## Daily Personalised Learning

|         | Read to an adult | Spelling | Times tables | Responding to marking | Green book | TT Rockstars | Lexia |
|---------|------------------|----------|--------------|-----------------------|------------|--------------|-------|
| Monday  |                  |          |              |                       |            |              |       |
| Tuesday |                  |          |              |                       |            |              |       |



## Adapting a mainstream curriculum to allow success and increase rates of progress

- Chunking learning time, visuals and checklists
- Removing the ‘fear of the blank page’
- Scaffolding learning – sentence starters, writing frames, vocabulary banks
- Resources for visual learners no matter age of the child







#### **Tier 1 Whole School Support for all**

- Mental health included in the Jigsaw and PHSE curriculum.
- Notice boards focusing on mental health.
- Bespoke mental health information posters across the school.
- The whole school learning environment and staff team is trauma informed and this is regularly reviewed by the trauma informed working team.
- All pupils have dedicated time with teachers.
- All pupils are assessed half termly relating to SEMH needs, which informs interventions and target setting.
- Pupil reviews focus on the whole pupil including mental health.
- Family support provided by safeguarding and attendance staff.

#### **Tier 2 Early interventions for some**

- 1-1 and group interventions including – Friendship groups, ELSA, managing emotions, emotional learning support.
- 1-1 Therapeutic interventions including art therapy, gardening, lego therapy, physical activity, sensory support, cooking.
- Increased family support given by safeguarding, attendance and PD team.

#### **Tier 3 Intensive interventions**

- Therapeutic interventions increased based upon pupil needs.
- 1-1 time with key adult
- 1-1 therapy with PD Team

- Referral to outside agencies made e.g. CAMHS, Advotalk, Best Therapy, Counselling.
- The Whitehouse continues to support the pupil.

# A Framework For Trauma Informed Practice at The Whitehouse

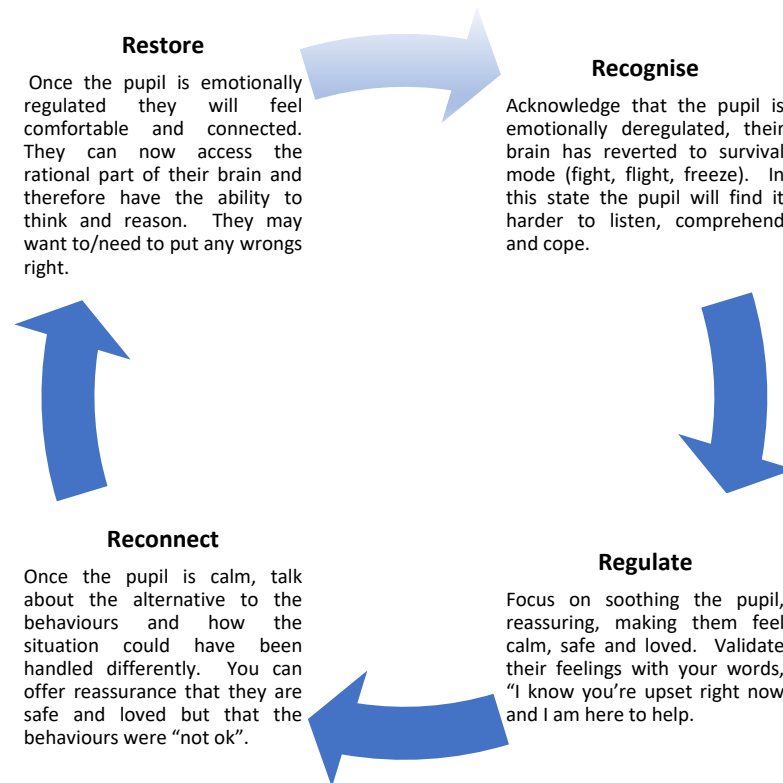


WHITEHOUSE

## The Whitehouse' 4 Rs:

Ensure that Pupil's  
are:

Safe  
Engaged  
Learn



# Placement Review (6 weeks)

- Update on pupil progress (Academic and SEMH)
- Review agreed actions – Mainstream visit, EP, SEND, External services.
- Discuss next steps – Key dates identified/booked  
Transition plan  
Target setting

Progress Review to be completed and ready

|     | Item  | Lead               |
|-----|---|--------------------|
| 1.  | <b>Introductions of people around the table</b><br>Whitehouse staff<br>Mainstream staff<br>Family and pupil<br>Agencies   | HoS                |
| 2.  | <b>How has the Whitehouse placement been going?</b><br>Review agreed actions from previous meeting<br>Key updates   | HoS                |
| 3.  | <b>Pupil progress discussion</b><br>Academic progress<br>SEMH progress<br>Successful strategies   | Teacher /<br>SENCO |
| 4.  | <b>SEN Update</b><br>APDR / Target review<br>Assessment and intervention review   | SENCO              |
| 6.  | <b>Behaviour and SEMH Update</b>  | HoS                |
| 7.  | <b>SEN information including referrals</b>  | SENCO              |
| 8.  | <b>Target setting (target setting sheet)</b> <ul style="list-style-type: none"> <li>• Reading, writing, maths</li> <li>• Personal develop and behaviour</li> </ul>  | HoS<br>Teacher     |
| 12. | <b>Transition Plan. Set dates for visits and reviews (commitments)</b> <ul style="list-style-type: none"> <li>• Discussion to agree transition plan when applicable.</li> <li>• Mainstream to visit Whitehouse</li> <li>• Whitehouse to visit mainstream</li> <li>• Review meeting</li> </ul> | SENCO              |





Outreach Contract



|                            |                  |        |
|----------------------------|------------------|--------|
| School: ██████████         | Name: ██████████ | D.O.B: |
| Class:                     | Class teacher:   | PP     |
| Date of contract: Autumn 2 | Review Date:     | LAC    |
| Present:                   |                  |        |
| Behaviour causing concern: |                  |        |

| Interventions   |  |   |
|---|--|---|
| STS Outreach  | School   | Home  |
| Drop in weekly just to check on progress and offer any other strategies to support Corban<br><br>Provide with visuals<br>Hooks and Baits script | <ul style="list-style-type: none"> <li>Reminders of expectations at school on entry – remove coat, gilet etc.</li> <li>Clear instructions</li> <li>Praise regularly</li> <li>Wonder work notes</li> <li>Agreed rewards</li> <li>Morning check ins</li> <li>Adaptive teaching to meet Corban's academic needs.</li> <li>Break Times – Look to offer a structured opportunity to support Corban interact with his peers. Adult supervision/participation</li> </ul> <p><b>When he is struggling to self-regulate</b></p> <ul style="list-style-type: none"> <li>Send him to complete a job – (carry photo copy paper, collect fruit for class, fill water bottles)</li> <li>Offer (not direct) him a safe space</li> <li>Reflect on previous positive achievements</li> </ul> <p><b>Whole class strategies</b></p> Proprioceptive breaks - Go noodle<br>Visual timetable<br>Recognition board<br>Camera pics for work that they are proud of to go home or on the proud wall | Support school with positive praise when he has brought home wonder work notes. |

|                    |  |  |
|--------------------|--|--|
| VENN ACADEMY TRUST | Structured games at lunch and playtime that he can join – provide a pre-planned list with pictures | STEPS TO SUCCESS Primary SEND Outreach Service |
|--------------------|--|--|

|   |
|---|
| <b>School to Email Steps to Success</b> <ul style="list-style-type: none"> <li>each week with an update on any significant behaviour causing concern</li> <li>Any Fixed term exclusions</li> <li>Dates of any upcoming meetings</li> <li>Updates from EHCP, SALT or EP reports</li> </ul> |
|---|

|                        |
|------------------------|
| Review impact/outcomes |
|------------------------|

# Transition Plan

- Outreach support continues/ restarts for transitioning back to their mainstreams.
- Contract of support agreed.
- Transition dates and timings agreed on a case by case basis.
- Transition routes:  
**Mainstream**  
**Special**  
**Secondary**

# Year 6 Pupils

- Parents supported with initial paperwork to identify appropriate school,
- Options explained for pupils with EHCP's. Parents taken for visits to different provisions.
- Following allocation:

Local authority vulnerable person forms

Meetings set up with allocated schools to inform them of pupil's background, behaviours and needs. (Spring Term)

Plans for transition agreed.

Steps to Success team support all year 6 open cases with secondary transition.