

## Mental Health and Wellbeing

Protocols and QA - please see Mental Health and Wellbeing Policy which embeds these protocols

<p><b>Identification pathways -</b></p>	<ul style="list-style-type: none"> <li>• ACE letters sent home to parents in September or when child joins school</li> <li>• Parental concern (open door policy) - discussion with Teacher/SENCo - to get a holistic picture of need</li> <li>• Teacher concern - observations, discussion with SENCo, discussion with parents to get holistic picture of need</li> <li>• Consolidation of all knowledge and understanding of the child/context - Safeguarding record, previous school data, medical, SEN, previous intervention, contextual</li> <li>• Discussion with the child</li> </ul>
<p><b>Mapping Out</b></p>	<ul style="list-style-type: none"> <li>• Initial assessments</li> <li>• Provision map options - what do we want to achieve for the child, what/who do we have to support</li> <li>• Who's able to do what?</li> <li>• Seek advice from Education Mental Health Practitioners in school</li> <li>• Seek advice from external agencies eg Ed Psych, EHH</li> </ul>
<p><b>Triage</b></p>	<ul style="list-style-type: none"> <li>• Prioritise children on depth of need/concern</li> <li>• Prioritise actions in order to support as soon as possible in the most effective way possible</li> <li>• Interventions to bridge gap between identification and referral?</li> <li>• Try some strategies and supportive actions - assess efficacy</li> <li>• Set out provision in APDR cycle</li> <li>• Regular assessment of change/improvement - what's making a difference?</li> <li>• Record impact - for onward referral if necessary</li> <li>• Child conferencing</li> <li>• Regular contact and discussion with parents</li> </ul>
<p><b>Refer</b></p>	<ul style="list-style-type: none"> <li>• SENCo to refer with input from teaching staff and parents</li> <li>• Provision map details MH input and will be updated regularly to reflect changing provision and services</li> <li>• Gather case history, evidence to inform referral including outcomes, current needs and concerns</li> <li>• Detail impact of difficulties on academic, social, emotional and behavioural outcomes</li> </ul>
<p><b>QA</b></p>	<ul style="list-style-type: none"> <li>• Capture starting and end points of any intervention (Q&amp;A document for impact, S&amp;D questionnaires, Boxall, intervention impact assessment etc)</li> <li>• Child conference</li> <li>• Case study</li> <li>• What's worked well, less so, how to improve?</li> </ul>