



Specialist Teaching and Learning Service

Ashford District

Newsletter Term 4 2019

I am Fred Lane, the Mainstream SEN Provision Evaluation Officer – P.E.O for short – for the Ashford and Swale districts. I have worked in Kent secondary schools since 1993 as a language teacher and SENCo and joined KCC last year.

My role is to support SENCo's and schools with SEN processes, procedures and statutory duties as well as monitor and evaluate the special educational needs provision in mainstream schools, ensuring that young people with SEN are making appropriate educational progress.



Upcoming Training for Term 4

Course	Date	Time
TA Positive Behaviour Training / 1780	x4 Sessions starting 11th March	9:00am-12:00pm
Managing Behaviour and Reducing the Need for Exclusion / SCH19/267	14th March	9:00am-3:00pm Book via CPD Online
Care Plans and Risk Assessments for Children & Young People / 1782	21st March	EY—9:00am-12:00pm Schools—1:00pm-4:00pm
Nurture Classrooms / 1783	21st March	9:30am-3:30pm
ASD Awareness in Primary / 1784	3rd April 25th April	9:30am-3:00pm 9:30am-12:30pm



For the full training schedule please click [here](#)

To book on a course or any enquiries please email
chloe.webb@goldwyn.kent.sch.uk

Welcome from the District LIFT Team:

SENCo Forum

Transition will be a key focus for all of us next term.

The Education Health and Parent group is working hard to arrange a 'fun day' for early years vulnerable children; details to follow.

For schools we are going to host a transition day during our SENCO Forum

25th April 2019 11.00am-4.00pm Goldwyn School

Please keep this day free in your diaries. Transition guidance resources will be shared in LIFT throughout the term.



A useful resource for schools and young people from the Anna Freud centre. The [Youth Wellbeing Directory](#) has seen a 700% increase in traffic since its re-launch in April 2018.

The directory is free and managed by the Anna Freud Learning Network so that young people and professionals can find mental health support in their local area.

Over 1,200 services are listed on the directory, which can be searched by location, by topic or by name of service.



Why children harm themselves

The exact reasons why children and young people decide to hurt themselves aren't always easy to work out. In fact, they might not even know exactly why they do it.

There are links between [depression](#) and self-harm. Quite often a child or young person who is self-harming is being bullied, under too much pressure to do well at school, being emotionally abused, grieving or having relationship problems with family or friends.

The feelings that these issues bring up can include:

- low self-esteem and low confidence
- loneliness
- sadness
- anger
- numbness
- lack of control over their lives

Often, the physical pain of self-harm might feel easier to deal with than the emotional pain that's behind it. It can also make a young person feel they're in control of at least one part of their lives.

Sometimes it can also be a way for them to punish themselves for something they've done or have been accused of doing.

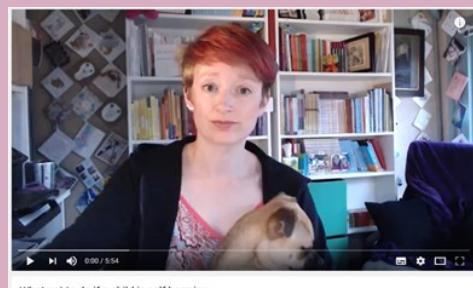
Emotional signs of self-harm

The emotional signs are harder to spot and don't necessarily mean that a young person is self-harming. But if you see any of these as well as any of the physical signs then there may be cause for concern.

- [depression](#), tearfulness and low motivation

What not to do if a child is self-harming

by Pooky Knightsmith



<https://www.youtube.com/watch?v=gfRwez8ergg&feature=youtu.be>

How to spot the warning signs

Young people will go to great lengths to cover self-harm scars and injuries. If you do spot them they might be explained away as accidents.

The signs to look for divide into the physical and emotional.

- becoming withdrawn and isolated, for example wanting to be alone in their bedroom for long periods
- unusual eating habits; sudden weight loss or gain
- low self-esteem and self-blame
- drinking or taking drugs

Physical signs of self-harm

These are commonly on the head, wrists, arms, thighs and chest and include:

- cuts
- bruises
- burns
- bald patches from pulling out hair

Young people who self-harm are also very likely to keep themselves covered up in long-sleeved clothes even when it's really hot.

THE FANTASTIC FRED EXPERIENCE

During each 30 minute live interactive performance, Fantastic Fred teaches children in Years 1 to 6 simple and memorable ways to look after their mental health:

- Food: eating the right foods
- Rest: getting enough sleep
- Exercise: being active
- Digital Devices: managing your time online.

You're invited to join NHS Kent's launch of the Live Fantastic Fred Experience – an interactive and educational mental health resource for Kent Primary Schools.

Available to book for FREE from April this year, this is your opportunity to experience and pre-book the resource for your school.

To book: <https://hellofred.goodmentalhealthmatters.com/launch/>



School Well-being

Jagdish Kaur Barn shares some approaches to promoting positive mental health in schools. The World Health Organisation defines mental health as 'a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community'.

So how can schools functioning in the current results-driven, high-stakes atmosphere of SATs, Progress 8 and Ofsted (and those are just the key drivers) create environments that nurture a state of well-being as defined above?

For me, schools that are successful in reducing anxiety, stress and emotional conflict are the ones that look beyond solely supporting individuals and instead concentrate on enhancing school and home systems to create tailored approaches to suit their school community. Off-the-shelf 'solutions' are doomed to be consigned to the dustbin after the initial honeymoon period if thought isn't given to how best to embed them in order to work for your school community. Before implementing initiatives, it is important to carry out a thorough and honest evaluation of well-being in your school. No point in introducing mindfulness or spending money on a nurture provision if it is not the right move for your school community at this time.

Evaluating the state of well-being in your school

'Be solution orientated, not problem Focused'

Children and young people and staff to work in collaboration (instead of individually or in isolation) and how do we value creativity, individuality and divergent thinking – all powerful contributors to an individual's state of well-being and connectedness?

- ▶ How do we show our staff that we value them as professionals who can be left to get on with the job? Do we value new ideas and dynamic practice?
- ▶ How do we encourage active contribution from families? Do we understand and work with the mental health needs of parents and carers?



Look in the mirror

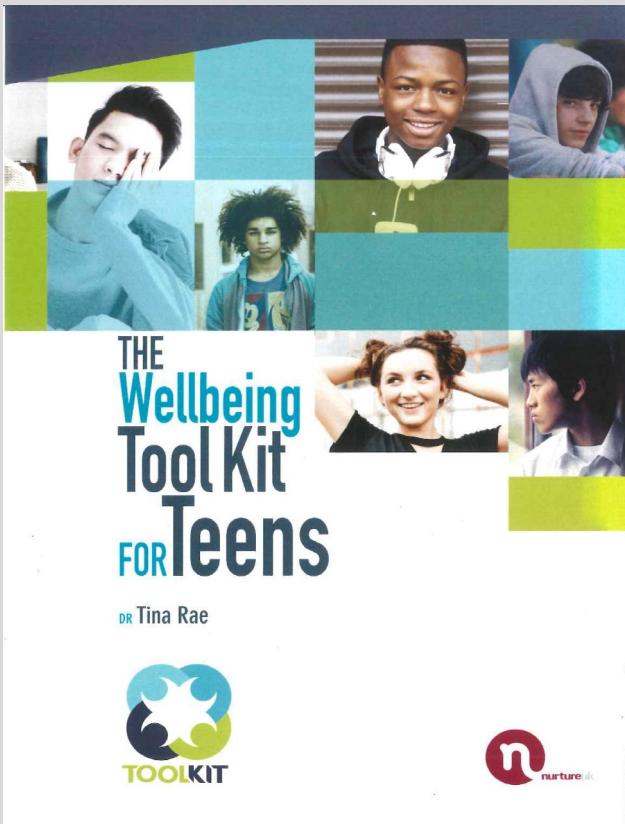
What do you see? A calm, happy, resilient member of staff or an anxious, tired, frustrated colleague? Think about the modelling each will provide to the pupils in your care – children and young people reflect back what they experience. The resilient member of staff is more likely to pause and reflect before responding in a respectful way, whereas the tired colleague is not.

The freebies

Changes to the way you promote and nurture positive mental health in your school do not need to cost anything. It is the collaborative and respectful relationships between teacher and pupil, and school and family that are key to success.

It is important to reflect on the well-being of all members school community, including staff, parents, carers and the senior leadership team (who very often exclude themselves from taking part in this very important exploratory stage). Be *solution orientated*, not problem focused – I have never worked with a school where I was unable to identify practice that I thought was conducive to positive mental health, although some could not see it for themselves. Ask yourself the following types of questions:

- ▶ How do we provide our children and young people and staff with opportunities for down time in order to regulate their emotions throughout the day? Are our lunchtimes long enough? Do we have enough breaks? Are our lessons too long?
- ▶ How do we provide guidance and opportunities for our children and young people to develop and practice key life skills such as conflict resolution, reflective thought and resilience?
Just some food for thought from Nasen.



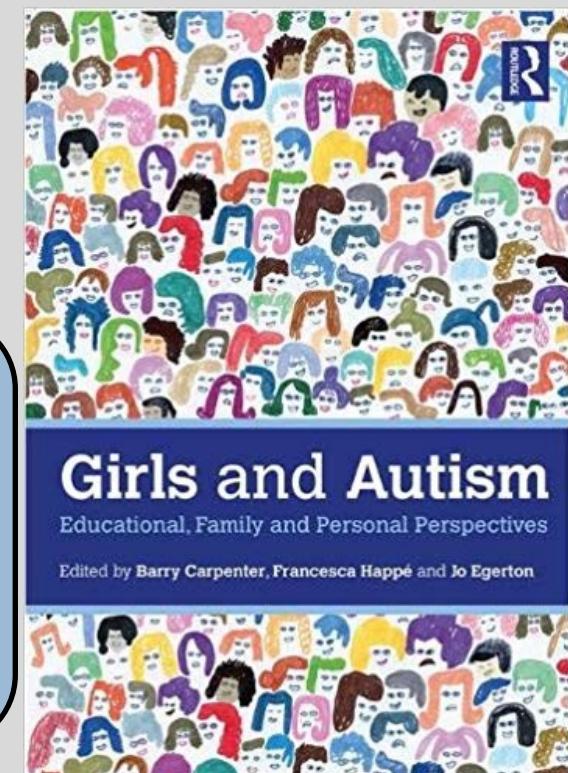
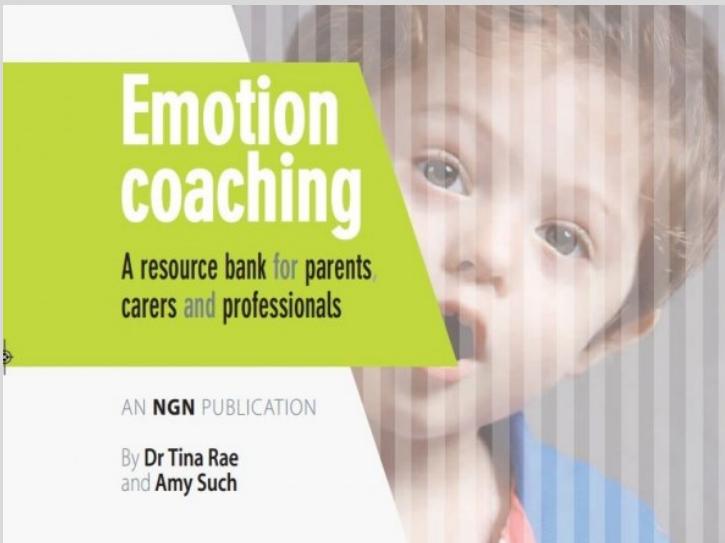
This publication aims to help teachers & staff who work with young people and teenagers to:

- Develop the appropriate skills & knowledge base in therapeutic approaches
- Feel confident that they can identify & help at-risk students experiencing social emotional and/or behavioural difficulties;
- Help prevent the escalation of any perceived difficulties and problems;
- Foster their own emotional wellbeing.

<https://www.nurtureuk.org/>

Girls and Autism by Barry Carpenter, Francesca Happé & Jo Egerton—This book shows how to better understand girls with autism, enabling educators to recognise, understand, refer, support and teach them more effectively.

www.routledge.com/9780815377269



Having looked on the Nurture UK site...this book has been tried and tested by both Amy Honey & Heather Woodcock and is well worth a mention in this terms newsletter!

If staff can adopt this - huge barriers will be broken.

<https://www.nurtureuk.org/our-services/publications/theory-practice/emotion-coaching>