

Ellwood Community Primary School

Believe, Achieve, Belong



Special Educational Needs Policy

Date reviewed: September 2026

Next renew date: September 2027

Introduction

Ellwood Community Primary School is a small village school educated in a discrete reception class and four further mixed year group classes. The contribution of every child in the school is valued and at Ellwood we welcome the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their learning needs and abilities. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEN are valued, respected and are treated as equal members of the school.

Special educational needs and disabilities [SEND] can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have ADHD
- physical ability

[Special Educational Needs \[SEN\]](#)

The School has produced a **SEND information report** that can be found in **Appendix 1**. This document sets out additional information with regards to how we identify, teach and assess pupils with SEND Ellwood Community Primary School. **Appendix 2** outlines the school's '**Offer of Early Help**' and how we can seek support for vulnerable pupils.

Equality of Opportunity

Our school does not discriminate against children on any grounds of e.g. race, gender, religious beliefs, sexual orientation or ability. We seek to enable all children to have reasonable access to the curriculum and respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with Special Educational Needs and Disability [SEND].
- To enable pupils with SEND to maximise their achievements.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum.
- To work in close partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.

Roles and responsibilities

1. The Governing Body

The Governing Body, in co-operation with the Head teacher and SENCOs, approve and oversee provision for pupils with SEND.

The Governing Body will report to parents annually on the school's policy on SEND. The Governing Body will nominate one governor, with responsibility for SEND. The SEND Governor will liaise regularly with the SENCOs and report back to the full Governing Body.

2. The Head Teacher

The Head Teacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND.

The Head teacher and the Governing Body determine how the funding will be allocated to support Special Educational Needs and how it is distributed through Finance Committee Meetings.

3. The Special Educational Needs Co-ordinator (SENCO)

The SENCO (Mrs Woodhouse) in collaboration with the Governing Body, play a key role in determining the strategic development of the SEN policy and provision in the school, in order to raise the achievement of children with SEND.

Key responsibilities of the SENCO are:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.

- Liaising with and advising other teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Liaising with external agencies including the LA's support and Educational Psychology Services, Health and Social services, and voluntary bodies.
- Maintaining resources and a range of teaching materials to enable appropriate provision to be made.
- Completing the documentation required by outside agencies.
- Collecting evidence of the effectiveness of interventions.
- Reporting regularly to the Governing Body.

Teaching Staff

ALL teachers are teachers of children with SEN, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.

Teachers respond to children's needs by:

- Ensuring that all lessons are well adapted with high quality teaching and learning to encompass the needs of the class.
- Providing targets and identifying support for children (not necessarily through a 'My Plan').
- Providing support for children who need extra help with communication, language and literacy, numeracy or other areas of the curriculum.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly as a result of trauma or stress, to enable them to take part in learning.
- Having high expectations and tracking progress carefully.

The SEN Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs)

TAs and HLTAs work alongside class teachers and the SENCO, in providing support for children with Special Educational Needs and Disabilities [SEND] across the school. They may be required to liaise with parents, other class teachers and professionals, maintaining records of the children they work with, and attending reviews and meetings as requested and assist teachers to track progress carefully.

Parents of Pupils with SEN

In accordance with the SEN Code of Practice (2014) the school believes that all parents of children with SEND should be treated as equal partners and for the parents to be actively involved in their child's education. The school has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.

In accordance with the school's 'Open Door' approach, parents are encouraged to contact the child's class teacher and/or the SENCO as needed, either by telephone on 01594 833232.

Parents are involved in supporting the target setting process for My Plans/My Plan+ and EHCP plans (details on these below), their views are sought for reviews. We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

Parents may also seek support from SENDIASS (Special Educational Needs and Disability Information and Support Service). This is a free service which supports the parents of children with SEND.

[SENDIASS Parental Support](#)

Pupil Participation

At Ellwood Community Primary School, we adhere to the Code of Practice 2014 and strive to use a "Person – Centred Approach Principle", involving the young person throughout the whole process. Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including being involved in the setting of learning targets and contributing to My Plans, My Plan+ and EHCP plans. This will be achieved through a variety of different approaches, as appropriate to the age of the child. These include: pupil interviews and discussions and self-evaluation. Where appropriate, pupils are invited to take part in 'Shared Conversations' and 'Team around the Child Meetings' [TAC] and Reviews.

Admissions

Children with Special Educational Needs [SEN] will be admitted to the school in line with the school's agreed admissions policy. The school acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs and Disability [SEND], as well as identifying and providing for those not previously identified as having SEND. Where a pre-school child has been identified as having special education needs and/or a disability [SEND], the SENCO and Reception teacher will liaise with the setting to gather information about the child's needs.

Identification, Assessment, Provision and Review

All pupils are entitled to a balanced and broadly based curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation which may include short term support from the class TA in the first instance, with direction from the class teacher.

The school is committed to early identification of Special Educational Needs and Disability [SEND] and adopts a graduated response to meeting SEND in line with the Code of Practice – 2014 and the GCC Graduated Pathway. All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through assessment and monitoring as well as through regular discussions between the SENCO and the class teachers. If these suggest that any pupil is not making the expected progress or their needs have changed, the class teacher works with the SENCO to decide whether additional and/or different provision is necessary.

Provision and intervention for SEND pupils varies between classes, depending on the needs of the pupils. Intervention is tracked at a whole school level and class level.

We follow Gloucestershire's graduated pathway for an integrated approach: [Gloucestershire's Graduated Pathway](#)

Appendix 3

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEN

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Governing Body report annually to parents upon the quality of education provided for and the achievements of pupils with SEND.

The school employs a series of methods to gather data for analysis including:

- Regular observations of teaching by the Head Teacher, SENCO and other senior teachers and subject Leaders.
- Analysis of the attainment and achievement of different groups of pupils with SEND.
- Scrutiny of teacher's planning and pupil's work.
- The views of parents and pupils.
- Regular monitoring by the Governing Body.
- Maintenance of assessment records that illustrate progress over time.
- Regular meetings between the SENCO and Class Teachers, Subject Leaders, Leadership Team and TAs.
- As a result of the above, the school reports annually upon its successes and identifies aspects for future development.

Staff and Governor Responsibilities

SENCO Contact Details	
SENCO	<u>Mrs Woodhouse</u> Contact through the school office on 01594 833232 or email admin@ellwood.gloucs.sch.uk marking the email 'for the attention of the SENCO'.

Monitoring and Review

The Governing Body will review this policy annually and assess its implementation and effectiveness.

Review: September 2026	By: Mrs Woodhouse	Signed: <u>Mrs Woodhouse</u>
Due to be Reviewed: September 2027		

Ellwood Community Primary School

Believe, Achieve, Belong



Appendices

<i>Appendix</i>	<i>Contents</i>	<i>Page Reference</i>
Appendix 1	SEND Information Report	p. 7-10
Appendix 2	Offer of Early Help	p. 11-19
Appendix 3	Gloucestershire's Graduated Pathway	p. 20

Appendix 1 – SEND Information Report

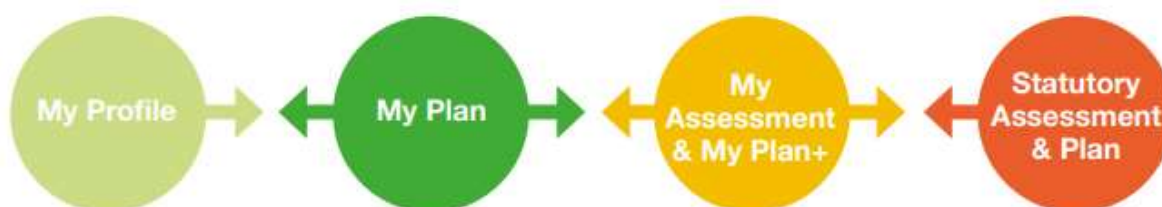
The school's SEND policy can be requested from the school office or it can be found on the school website. The policy sets out guidance on SEN teaching, identification, role of the Governors, the SENCO responsibilities, admissions, monitoring and assessment.

How do we identify SEN pupils within our school?

Identification, Assessment, Provision and Review

The school is committed to early identification of Special Educational Needs and adopts a graduated response to meeting SEN in line with the new Code of Practice [2014]. All children within our school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular discussions between the SENCO, teaching assistants, parents and the class teachers. If these suggest that any pupil is not making the expected progress or their needs have changed, the class teacher works with the SENCO in order to decide whether additional and/or different provision is necessary.

At Ellwood Community Primary School we categorise SEN at four levels:



The first level is universal. All children complete a 'My Profile' to identify their needs. This may be completed by parents/carers or with support from class teacher's/teaching assistants in school.

The second level is 'My Plan'. This is where a child has been identified as having a Special Educational Need. This need is then met through additional provision within the school's own resources.

The next level is called 'My Plan+'. This is similar to the first level, however this level indicates that the child, parent and/or school have received outside professional support and/or advice about the child. On occasions other professionals may work with the child, such as an Advisory teacher, Educational Psychologist, Physiotherapist or Occupational Therapist.

The final level is when a child has an Education, Health, Care Plan [EHCP]. The Education, Health and Care Plan [EHCP] requires the child to be assessed by other professionals and multi-agency work is undertaken. If the child has an EHCP it will have clear guidance as to what funding is needed, the expected outcomes for the pupil, interventions and timescales required to reach these objectives.

Triggers indicating the need for intervention at 'My Plan' level

The pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not enhanced by the behaviour management techniques usually employed in the school.

- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Triggers indicating the need for intervention at 'My Plan' Level

Despite having had an individualised programme and/or concentrated support under My Plan, the pupil:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues working at below age expected.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The EHCP would be put in place for pupils with significant SEN or disability and for others a My Plan may be needed if the My Plan and My Plan+ has not achieved sufficient progress.

First steps our school will take if a SEN is identified

- Historical information and data will be gathered.
- Baseline assessments and ongoing data will be analysed.
- Observations from class teacher and SENCO (if needed).
- Targets/interventions will be put in place.
- Progress monitored regularly.
- Discussion with the parent/carer.

How are parents involved in the SEN Process?

We really value input from parents in helping to identify any areas of strengths and areas of concern about a child. Parents are encouraged to talk to us about their worries before the child starts with us, in parent's consultation meetings and whenever they feel the need throughout the academic year.

'My Plans' are reviewed in consultation with parents during shared conversations at least three times a year. In these meetings parents are encouraged to help set targets and review previous targets with the class teacher. The views of the child are also gathered. The class teacher is responsible for keeping parents up to date with progress and issues relating to their SEN child. The SENCO will liaise with parents and outside agencies when needed. For pupils and families with social, emotional and mental health needs, FSW involvement will be available.

How does our school teach and support children with SEN?

The school (Teachers, TAs and the SENCO) respond to SEN children's needs by:

- Ensuring that all lessons are well differentiated with high quality teaching and learning to encompass the needs of the class, groups and individual pupil needs.
- Adapting the curriculum to meet the needs of the pupil.
- Providing targets and identifying support for children. This may be through an intervention plan, through lesson planning and possibly a 'My Plan/My Plan +/EHC Plan'.

- Providing support for children who need extra help with communication (i.e. signing), language and literacy, numeracy or other areas of the curriculum.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely. We follow a detailed and structured behaviour policy. Some children may need an individual behaviour program
- Helping individuals to manage their emotions, particularly as a result of trauma or stress, to enable them to take part in learning.
- Having a positive "can do" approach and boosting the pupil's confidence and self-esteem through the use of growth mind set activities and assemblies.
- Having high expectations and tracking progress carefully.
- Using TA's and other adults to support learning and move learning forward where they will be most beneficial. This may be through support in lessons, 1 to 1 and small group work.
- Seeking advice and working with outside agencies and professionals.
- We adapt teaching strategies and resources to meet the needs of different learning difficulties, for example: Autistic Spectrum, Hearing Impairments, Visual Impairment and Speech and Language Difficulties.
- Children who have an EHC Plan will be given the support and resources needed for them to meet their full potential. They will be involved in the planning process, alongside trained staff, parents and health professionals.
- Where appropriate and relevant children may work in small groups with other children who have similar needs. The additional support is decided upon by the SENCO and class teachers, in consultation with the parents.
- The school is expected to provide, from our budget, staff and resources to meet the pupil's needs. Where an EHC Plan is in place, additional funding may be given (see county council website for more information).
- The progress of the pupils is monitored regularly. Additional provision is monitored weekly, data is collected termly and evaluated and action plans set as a result. 'My Plans/+' are reviewed 3 times a year with pupils and parents. EHCP are reviewed annually.

Expertise within our school

Ellwood Community Primary School works very hard to ensure our SEND pupils achieve well. We have trained members of staff within our school, who specialise in certain areas of need.

These areas include:

- Speech, Language and Communication
- Early reading
- Early phonics
- Maths strengths
- Supporting children who can show challenging behaviour in school and working in partnership with outside agencies i.e. behaviour support team.
- Supporting emotional difficulties, through in school support and liaison with outside agencies such as: Let's Talk Well, CPP, Toucan Play Therapy and CYPs.
- Pastoral care – family support worker/pupil mentor.

We have a number of staff that are trained to monitor and/or administer medication.

Which other services do we use in our school?

- Educational Psychologist [EP]
- Advisory Teaching Service- physical, cognition and learning, hearing and visual impairment, SEMH.
- CYPS
- Let's Talk Well [previously TIC+]
- Early Help Advisor
- Occupational Therapist
- Physiotherapist
- Speech and Language Therapist [SALT]
- Behaviour support
- Medical advice - school nurse
- Children's Services - Health and Social care team
- Toucan Play Therapy
- Starfish mentoring [Salvation Army]

Health liaison regarding the administration of medication and medical needs

The school:

- Can administer prescribed medication if needed. Parents are required to complete and sign a school medical form.
- Liaise with medical professionals e.g. GPs, hospital consultants, medical health practitioners.
- Provides health packs for each class detailing any medical needs pupils have.
- Posters and photographs of children's serious medical details/conditions, where relevant, are displayed in the staffroom and school kitchen for all staff to be made aware of.
- Has an individual protocol for children with significant medical needs.
- Implements risk assessments where needed.
- Has staff who are trained in first aid and child protection.
- Has a Health and Safety policy.

Meeting needs of wheelchair users and support with personal care

At the present time, we do not have any wheelchair users, however we have staff who are trained in manual handling, if the need arises. We would also ensure that additional staff were trained as and when needed. The school site has wheelchair access and additional toilet facilities.

Access to the wider curriculum

Trips, outings and after school clubs

We include SEND pupils in all aspects of school life. We strive to be as inclusive as possible when offering after school clubs. SEN children are included in school trips and relevant transport and supervision is put in place.

What can you do if you are unhappy with your SEN Child's progress or provision?

The class teacher is initially the first point of contact. If the problem is not resolved, then the SENCO may be able to help deal with the issues. If you are not satisfied with the outcome, the Head Teacher will be available by appointment to respond to your concerns. A copy of the school's complaints policy can be obtained from the school office.

If you require any further information, please contact the school.

Ellwood Community Primary School

Believe, Achieve, Belong



Offer of Early Help

Early Help is about getting timely effective support to children, young people and their families who need it, and also focuses on how families can be supported to things for themselves and build on their strengths.

[Early Help & Targeted Support](#)

Our Early Help Offer identifies the need to help our children and families as soon as difficulties or potential problems start to emerge, or when there is a strong likelihood that problems will develop in the future.

Early help is an approach not necessarily an action. It includes prevention education as well as intervention where necessary or appropriate. In some cases, immediate urgent action might be necessary if a child or young person is at risk of immediate harm (see our 'Child Protection and Safeguarding' policy for more information).

All staff are aware of the offer of early help. At all times all staff consider if there is any offer of early help that we can make in order to help a child thrive.

Ellwood Community Primary School's Offer of Early Help

Safeguarding Team at Ellwood Community Primary School DSL: Mrs Milford DDSLs: Mrs Woodhouse, Mrs King Safeguarding Governor: Mrs McKelvey	Our school has a range of robust safeguarding procedures in place which puts the safety and protection of children at the heart of any decisions. Our safeguarding team are well-trained to support and protect children and their families at Ellwood Community Primary School. All staff have safeguarding training and know how to seek support from the safeguarding team at any time should a concern arise.
Ellwood Community Primary School universal support for all pupils and families.	All staff are available in a pastoral capacity should parents have a concern about anything at all. Staff may not have the answer but will try to find out the answer or sign-post parents/other professionals in the right direction. Parents can either talk directly with the staff or contact the office: admin@ellwood.gloucs.sch.uk Office: 01594 833232
Whole school curriculum at Ellwood Community Primary School. • Personal, Social, Health Education [PSHE] • Citizenship [C] • Relationships Education and Sex Education [RSE] • Spiritual Moral Social and Cultural [SMSC] Our school motto encompasses our whole school curriculum: <i>Believe, Achieve, Belong</i>	The schools have a combined PSHE+ C (Personal Social Health Education + Citizenship), RSE (Relationships Education and Sex Education) and SMSC (Spiritual Moral Social and Cultural) Education. Our comprehensive curriculum covers many aspects of keeping young people safe, healthy, resilient and aware of the world around them so that they can make informed decisions. Where pupils have specific issues that need discussing or addressing, we will make their wellbeing curriculum bespoke to them. Other specific topics helping pupils stay safe covered within the curriculum include (age-appropriate content): Relationship and Sex Education [RSE]: RSE fits within the PSHE curriculum. For more information about our PSHE and RSE information please visit our school website. Parents are invited to view materials used to teach RSE before they are shown, and have the right to withdraw their children from elements of the programme if they wish. Elements of RSE are also taught through teaching of aspects of R.E and Science. The following topics are taught within our PSHE and RSE units: Gender, identity and tolerance: preventing homophobic and transphobic bullying; preventing bullying of pupils from different types of families (e.g., same sex parents); avoiding anti-gay derogatory language; Gender identity - there isn't such thing as a typical girl or a typical boy. Understanding and acceptance of others different than us, including those with different religions. Drugs: Alcohol, Smoking and illegal drugs. Keeping Safe: e-safety (including social media); personal safety (out and about).

	Emotional well-being: Where to go for help if you, your friend or family member is struggling with emotional well-being/mental health problems? What are the signs someone is struggling? What makes you feel good; How to look after you own emotional well-being; Personal strength and self-esteem; Relationships: How to make and maintain friendship; family relationships; different types of families; Healthy Living: Taking responsibility for managing your own health; Importance of sleep; The main components of healthy living (diet, exercise and wellbeing). Managing health and wellbeing when you are unwell. Children attend 'In the Net' to explore ways of keeping themselves safe. For further information, please see the PSHE and RSE curriculum overview and progression template on the school's website.
Trick Box	We are embarking on a whole school journey of implementing 'Trick Box' across our classes. Trick Box is a simple, fun and effective whole school, whole journey, emotional management and personal development programme, supporting children and their families. Evidence based and developing mental well-being in line with DFE guidelines, Trick Box programmes develop positive life habits to help deal with challenges in the here and now as well as building a repertoire of personal skills for the future. Trick Box
No Outsiders	At Ellwood Community Primary School, we incorporate lessons from 'No Outsiders' into our PSHE programme of study. The ethos of 'No Outsiders' is: <i>Everyone Different, Everyone Welcome</i> which is at the heart of our school community here at Ellwood. No Outsiders
Home to school support.	All of our Early Help is offered in partnership with parents/carers. We work closely with parents to support families through sign posting, referring and being a point of contact for support.
E-safety	E-safety is a key part of the ongoing curriculum. Please see our e-safety policy for more information. NSPCC 'Keeping Your Child Safe Online'
SENCO Mrs Woodhouse	Our SENCO is readily available to support children and families on a needs basis. She works closely with outside agencies and will sign post families to further services if further support is required.

Pastoral Support Team: Mrs Rowley	Our pastoral support team are also able to support children and families. All children are able to put their name into a 'listening box' to request a 'check in' with Mrs Rowley. Mrs Rowley is a trained Emotional Literacy Support Assistant [ELSA] and can offer ELSA intervention for children within school. For more information about ELSA: ELSA Support
<i>Ellwood Community Primary School Partners</i>	
Universal source of help for families in Gloucestershire. Gloucestershire Family Information Service [FIS]	Gloucestershire Family Information Service [FIS] advisors give impartial information on childcare, finances, parenting and education. FIS are a useful source of information for parents and professionals. They support families, children and young people aged 0-19 years of age (25 for young people with additional needs) and professionals working with these families. They can help link parents up with other organisations that might be able to help or provide the information themselves. Family Information Service [FIS] T: 01452 427 362 E: familyinfo@gloucestershire.gov.uk
Gloucestershire Children's Safeguarding Partnership [GCSP]	Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including early help options. Gloucestershire Safeguarding Children's Partnership [GSCP] gsep@gloucestershire.gov.uk
Parenting Classes	If parents/carers would like to be referred for parenting classes, school staff are able to signpost. Please speak to the SENCO to arrange a meeting to discuss the support needed.
Food Bank Vouchers	The school has access to food bank vouchers to provide to families going through difficult times financially. Parents should speak to our pastoral team for support.
Mental Health Concerns	Referral to school nurses may be appropriate. Referral to CYPMHS (Gloucestershire's mental health services) via your own GP. CYPMHS practitioners may also be invited to a consultation meeting to discuss the needs of a child, without a formal referral being made. This would be discussed with parents before contact is made. Mental Health Services for Children & Young People [CYPMHS] For children/young people/adults with existing mental health difficulties concerns should be discussed with the existing medical professionals (consultant psychiatrists). In an emergency call 999 or 111. CAMHS:

	You may also see the term children and adolescent mental health services [CAMHS] used. This is an older term for the main specialist NHS community service within the wider CYPMHS that may be available locally. CAMHS Gloucestershire provides a comprehensive range of specialist emotional wellbeing and mental health services for all children and young people aged under 18 who are registered with a GP in Gloucestershire. We also have subcontracted partnership working with Let's Talk Well (previously known as TiC+). CAMHS Gloucestershire
Young Minds	Parents/carers can call Young Minds – This is a Parents' Helpline for detailed advice, emotional support and signposting about a child or young person up to the age of 25. Parents' Helpline: 0808 802 5544 from 9:30am - 4pm, Monday - Friday. Young Minds
Let's Talk Well [previously TIC+]	Let's Talk Well are able to support children and young people aged 9-21 and their families. Parents can also access the 'Parent Support and Advice Line' for free, confidential and anonymous advice: Text: 07520 634063 or call: 01594 372777
Bullying (including cyber-bullying)/child death/suicide prevention	At Ellwood Community Primary School, we are committed to tackling bullying. We want to know immediately if there any issues with bullying at school so that it can be addressed. We have a series of teaching resources produced by the Gloucestershire Healthy Living and Learning Team [GHLL] to support this. In serious cases of bullying parents should contact the police; particularly if there are threats involved. In an emergency call 999. What to do if you are being bullied
Early Help	The Gloucestershire Early Help and Targeted Support Service is made up of local teams of professionals who deliver practical advice and support to children, young people and their families. An 'Early Help' referral is made for support needed at level 2/3 of the intervention windscreen: Continuum of Need - Windscreen School staff can make a referral for early help, which may result in financial guidance, parenting support etc. Consent is always sought and the form is completed in partnership with parents. The Early Help practitioners include: Early Help Co-ordinators who provide support for practitioners who are working with children and families to meet their needs through the Graduated Pathway Community Social Workers work with organisations to provide a social work perspective on families they are supporting. This supports practitioners to ensure

	families receive the right level of support and act as a link between Children's Social Care and the community Early Help Partnership Managers support partnership work between organisations in communities to support the development of resources available to children and families. They attend District Community Safety Partnerships (CSPs) to make sure there is a focus on Early Help for vulnerable families alongside wider community safety concerns. Forest of Dean: 01458328048 forestofdeanearlyhelp@gloucestershire.gov.uk
Private Fostering	A private arrangement between a child's parent and the foster parents. Children are privately fostered if they live with someone for 28 days or more, or are placed with the intention that they will stay for 28 days or more. The law requires the private foster carer to notify the Local Authority of the agreement at least 6 weeks before the arrangement or within 48 hours of the child's arrival if it is an emergency placement. If our school becomes aware of a private fostering arrangement, we will contact the Multi-Agency Safeguarding Hub [MASH] to ensure that the LA have been notified.
Drugs	As a school we can signpost families to support services if drug misuse has been identified. Drugs Advice for Schools
Child abduction and community safety incidents	Our PSHE curriculum supports children to build their confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.
Children missing from education [CME]	All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Parents/carers must contact the school office by 9:30am if their child is going to absent from school. If a child has not attended school for 10 days (without reason) the MASH team will be contacted. If concerns arise before the 10-day period, the MASH team will be contacted immediately. If the child has a social worker the social worker will be contacted on the first day of absence.
Fabricated or Induced Illness [FII]	Fabricated or induced illness (FII) is a rare form of child abuse. If professional suspect FII they must follow the safeguarding procedures set out within the 'Child Protection and Safeguarding' policy. FII Overview [NHS]
Child Criminal Exploitation [CCE] and Child Sexual Exploitation [CSE]	The CSE screening tool can be located: CSE Screening Tool This should be completed if CSE suspected. Clear information about warning signs, the screening tool and Gloucestershire's multi-agency protocol for safeguarding children at risk of CSE are located on the GCSP's website: GCSP
County Lines	County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other

	form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office: County Lines Guidance
Modern Slavery and the National Referral Mechanism	Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them is available: Modern Slavery [GOV]
Cybercrime	At Ellwood Community Primary School, we teach the children about online safety through our computing curriculum. We also embed aspects of e-safety into our PSHE curriculum. Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). For more information: When to call the police, Cyber Choices, National Cyber Security Centre
Domestic Abuse	The GSCP have published a Domestic Abuse pathway for educational settings which is on the GSCP website. If a child or young person is suspected of living at home with a domestically abusive parent or if a young person has domestic abuse in their own relationship, then the usual procedures should be followed and a referral made to the MASH team. The response will vary according to the age of the young person so that the appropriate agencies are involved. Gloucestershire Domestic Abuse Support Service [GDASS] GDASS MARAC Gloucestershire Constabulary: Multi Agency Risk Assessment Conferences (MARACs) prioritise the safety of victims who have been risk assessed at high or very high risk of harm. The MARAC is an integral part of the Specialist Domestic Violence Court Programme, and information will be shared between the MARAC and the Courts, in high and very high-risk cases, as part of the process of risk management.
Flare [App]	‘Flare’ is a Safer Gloucestershire app, created for women and girls, to anonymously share their experiences of how and where they’ve felt unsafe. The app helps local agencies understand how and where you feel unsafe and take action.
Homelessness	The DSL/DDSL is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Please contact the DSL or DDSL if you have concerns about becoming homeless.

Female Genital Mutilation [FGM]	All staff have completed FGM training. This training is renewed annually. All staff have a statutory duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Mandatory Reporting of FGM - Procedural Information
Forced Marriage	The Forced Marriage Unit (FMU) has created: multi-agency practice guidelines: handling cases of forced marriage (pages 32-36 of which focus on the role of schools and colleges) and, multi-agency statutory guidance for dealing with forced marriage, which can both be found at Forced Marriage Guidance Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.
Faith Based Abuse	National Action Plan to Tackle Faith Abuse
Radicalisation	All staff have completed 'Prevent Duty' training. This training is renewed annually. Prevention: At Ellwood Community Primary School, we teach traditional British values through the curriculum: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs. Prevent Duty Guidance
Child-On-Child Abuse	Child-On-Child Abuse can take various forms and include serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour, and/or gender-based violence. At Ellwood Community Primary School, we: •Create an environment based on equality and informed choice allowing young people to know their rights, what to do if they are unhappy with something or what it means to give true consent. •Ensure staff have the attitude to believe that it could be happening in our setting even without disclosures. •Ensure we understand the local community and the context in which young people are growing up. •Ensure young people know the risks – talk about Child-On-Child Abuse in an age-appropriate way. •Create opportunities for young people to weigh up risks and recognise that sometimes this means they will take risks that adults or professionals disagree with. •Ensure staff check that children and young people have safe relationships in their family, with their peers and with adults within the school environment. •Ensure staff create an environment where it is ok to talk, even about the most difficult things.

	•Ensure staff are able to spot the signs and know what to do. Child-On-Child Abuse Advice for Staff
Sexual Violence and Sexual Harassment	Staff are aware of the importance of: • challenging inappropriate behaviours; • making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; • not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and, • challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. At Ellwood Community Primary School, we teach the children (in an age-appropriate) way about consent and the important of safe relationships through PSHE lessons. Sharing Nudes & Semi-Nudes - Advice for Educational Settings
Upskirting	‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

Graduated Pathway Flowchart – Early Help and Support for Children, Young People and Families What to do and How

Graduated Early Help and Support involves: identification; assessment; planning; providing services; and reviewing the plan.

At any time in early help work, if it is considered that a child is at immediate risk of significant harm, the practitioner must contact the Children & Families Help Desk.

Throughout any work with children, young people and their families, where practitioners have concerns or differences in opinion about the decisions or practice of others that they cannot resolve on their own, they can refer to the Gloucestershire Safeguarding Children Board Escalation Policy.

