

SEMH SUPPORT IN OXFORDSHIRE 2016-2017

OCC service providers supporting schools and settings to improve outcomes for pupils with challenging behaviour and SEMH needs

To be included on this provision map or to edit your entry please contact the OXSIT team – schoolimprovementteam@oxfordshire.gov.uk

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| <p>Oxfordshire School Inclusion Team – (OXSIT):</p> <ul style="list-style-type: none"> Inclusion Support Plan (ISP) training for schools and settings. Reduce Exclusions / Improve Attendance. Consultant support for school leaders to improve ethos, culture and provision to meet needs of all learners with SEMH. Strategic work with school leaders to support improved provision for learners with SEMH and those presenting with challenging behaviour including support for reviewing of current policy, systems and structures. Supporting schools with early identification of SEMH needs. Training for schools in developing, monitoring and assessing effective interventions. 3 training sessions a year on improving SEMH provision. Monthly newsletter for SENCOs signposting local provision, training and agencies. <p>Website: www.OXSIT.org.uk Book training HERE: https://oxfordshireschoolscpd.org.uk/courses/bookings/default.asp?ccid=3&ds=1</p> | <p>Oxfordshire virtual school for looked after children and care leavers (VSLAC):</p> <ul style="list-style-type: none"> Statutory service Signpost schools to effective provision, support and training. ELSA, 180, MBOX, Northern House, Learning mentors. Attachment training, Trauma Awareness and Therapeutic mentor training. Schools being trained in trauma awareness. <p>https://www.oxfordshire.gov.uk/cms/public-site/virtual-school-looked-after-children-and-care-leavers-0-25</p> | <p>Oxfordshire Education Psychology service:</p> <ul style="list-style-type: none"> County statutory work and traded service. 'Feeling good – Learning well'. Individual work with pupils drawing on a range of psychological models: <ul style="list-style-type: none"> Attachment theory Psychological advice for EHCPs Person centred Planning Systemic approaches Solution focused approaches Social learning theory Video Interaction Guidance (VIG) Cognitive behaviour therapy (CBT) Environmental approaches Resilience models Contribute to TACs Group work <ul style="list-style-type: none"> e.g. resilience/exam anxiety Therapeutic story writing Systems work (whole school) <ul style="list-style-type: none"> Helping schools think about whole school systems that promote resilience and well being Emotional Learning Support Assistant (ELSA) training Group supervision/consultation with groups of staff over specific issues Family SEAL Resilience training Attachment training Strategic work in schools to support improved provision for learners with SEMH. In year fair access panel (IYFAP) Research projects eg on transition Support for senior teachers in schools following a critical incident. <p>http://schools.oxfordshire.gov.uk/cms/content/educational-psychology-service</p> |
| <p>Oxfordshire Special Education Needs Support Service (SENSS):</p> <ul style="list-style-type: none"> See link on the Local offer for information about SENSS: Special Educational Needs Support Services (SENSS) Family Information Directory Supporting SEMH needs is integral to everything SENSS does in relation to improving progress towards attainment and wider outcomes of C&YP supported Many CYP with C&I needs experience anxiety and behaviour issues which arise from their needs and it can be hard to be clear about the primary need. A Communication and Interaction Service Lead for SEMH post has been developed to strengthen the overall capacity of the C&I service to provide holistic support and ensure positive outcomes for C&YP who have C&I as their primary need but for whom associated SEMH needs are a significant barrier to progress. <p>SENSS Training SEMH</p> <ul style="list-style-type: none"> See link of Schools Site for information about SENSS training: SENSS training Schools If a partnership of schools have a specific training need in relation to SEMH of C&YP supported by SENSS bespoke training course can be developed and will be charged for at consultancy rates Part of the C&I SEMH Lead role includes providing training for a variety of audiences, such as school staff, Governors, therapists, parents as required, to build capacity to meet needs of pupils with C&I who also have significant SEMH needs. This may include Restrictive Physical Intervention (RPI) Training. You can talk to your link C&I Advisory teacher for further information if you wish to commission some training for your school or partnership <p>http://schools.oxfordshire.gov.uk/cms/content/special-educational-needs-support-service-senss Book for training courses HERE: https://oxfordshireschoolscpd.org.uk/cpd/default.asp</p> | <p>Early Year Special Educational Needs (EYSEN)</p> <ul style="list-style-type: none"> County service for children in settings. Not traded. Working with pre-school children / families / paediatricians – unpicking what behaviour is communicating supporting with behaviour plans and risk assessments. Signpost to funding. Support with transition to school. Telephone support for settings . <p>http://schools.oxfordshire.gov.uk/cms/content/early-years-sen</p> <p>Early Years advisory team</p> <ul style="list-style-type: none"> County service for children in settings. Not traded. Working with settings and schools to close the gap in the early years. Various projects. Support for schools and settings. <p>https://www.oxfordshire.gov.uk/cms/public-site/information-early-education-and-childcare-providers</p> | <p>Child and adolescent mental health services (CAMHS)</p> <ul style="list-style-type: none"> Mental Health diagnosis and intervention therapies (1:1 in school if necessary). New service model from April 2017 (Transformation plan – over 5 years). Increase capacity at single point of access. Partnership with Barnardos from April 2017. PCAMHS working in majority of secondary schools half a day a week. Autism only diagnostic service 5 – 17 ½ (if mental health an concern) Training session – family support following autism diagnosis. <p>Primary child and adolescent mental health services (PCHAMS) – tier 2 workers (every secondary school) ½ day week.</p> <ul style="list-style-type: none"> Support, advice, guidance to staff School referrals Pastoral care School health nurse (every secondary school) Consultation telephone line Self-referrals (16-18 year olds) Future in Mind – report 2015. <p>Specialist CAMHS</p> <ul style="list-style-type: none"> Various specialist teams supporting families and young people (Sexually harmful behaviours / abuse / assessing safeguarding of families) See website link below. Children and young people – improving access to psychological therapies (CYP IAPT) – training. LD CAMHS in school (11 special schools) Screening, Supervision etc. (since Feb 2016). <p>http://www.oxfordhealth.nhs.uk/children-and-young-people/oxon/community-camhs</p> |
| <p>Training available from Oxfordshire CAMHS</p> <ul style="list-style-type: none"> Staff training Assemblies Talks – anxiety / self-harm Personal education plan (PEP) care modules Mental Health Awareness Anxiety group (parents) -no names consultation + supervision ASC Parent course (Tier 3 CAMHS) Building resilience in schools + YP – online tools / interactive website Managing the environment Primary school pilot (September to Christmas 2016) | <p>Oxfordshire Early Intervention</p> <ul style="list-style-type: none"> Early help document to replace Common Assessment Framework (CAF). To include outcome star assessment tool. Training from via OSCB. January 2017. New threshold of needs document to be shared with schools in 2016- 2017. Locality Community Support Services from November 2016. Locality CAF coordinator – supporting partners managing risk. Senior locality social worker- no names consultation. Supporting, evaluating, enabling. Family support services, Early Support and Early help teams. Signposting to tools and resources. 8 Children and Families Centres. <p>http://schools.oxfordshire.gov.uk/cms/content/early-intervention-service</p> | <p>Oxfordshire Anti Bullying</p> <ul style="list-style-type: none"> Toolkit for schools. Restorative approaches. E safety and anti -cyber bullying training. <p>http://schools.oxfordshire.gov.uk/cms/content/anti-bullying</p> <p>Oxfordshire Safeguarding Children's Board (OSCB)</p> <ul style="list-style-type: none"> Kingfisher team (Child Sexual Exploitation). CSE training tool and risk assessment. Training via OSCB. <p>http://www.oscb.org.uk</p> <p>Residential and Edge of Care Service (REoC)</p> <ul style="list-style-type: none"> Four assessment centres Intensive flexible support packages for families. Placement stability for looked after children (LAC) Move on homes (16 – 19 year olds) Working with schools <p>Annie.Little@Oxfordshire.gov.uk</p> |

Please note – This provision map has been compiled by the OXSIT team to support school leaders to diminish difference in their schools for learners vulnerable to underachievement. Inclusion in the map is not an endorsement of the service by the OXSIT team. The map can be found at www.oxsit.gov.uk