



Somerset

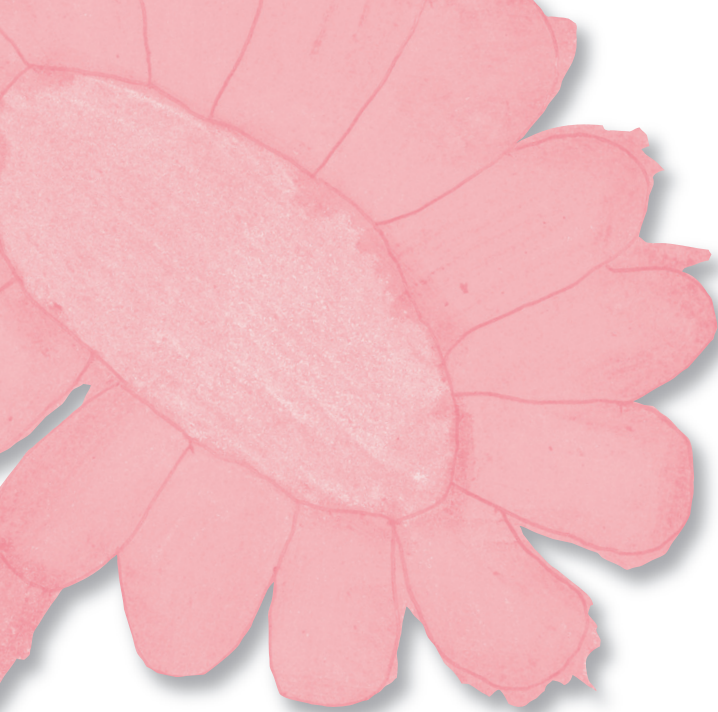
Special Educational Needs and Disability Information, Advice and Support (SENDIAS)

A free impartial service for all
parents/carers of children with
special educational needs

Pastoral Support Programmes - Helping Your Child to be Successful in School

A Guide for Parents/Carers





This booklet is designed to help you to understand why and how your child's school will develop a programme to help your child to succeed in school. You may have been given this booklet by your child's support or a member of the Local Authority's support staff. You can get further help and information from the Somerset SENDIAS; contact details at the back of this leaflet.

What is a Pastoral Support Programme?

It is the name given to a process where a plan to support your child in school is agreed and regularly reviewed. The first meeting is arranged by the school. They invite those people important to your child who will be able to work together with you and your child in different ways to help him or her to be fully included in school.

Why are the school suggesting a Pastoral Support Programme?

Your child will have been identified either as being 'vulnerable' - in other words, in a difficult situation that requires professional support from outside the school - or may be at risk of permanent exclusion.

The school will have tried other ways of helping your child but have reached the stage of needing to look for further support where everyone involved plays a part and works together. The Plan is a written record of this and records the targets set for your child, the school and others.

Who will be involved in setting up the programme?

Your child's school will be responsible for inviting other professionals and for informing all those involved, including members of the Support Services and Governors, that they are setting it up. Parents are a crucial part of this process and it's important that the school arrange a time and place when you can attend this first meeting. You may want to suggest people who can help and attend this meeting.





My child has a Statement of Special Educational Needs or an Education, Health and Care Plan - Does this change anything?

If the school thinks that your child is at risk of permanent exclusion, the school should set up an early Annual Review and involve the SEN Support Services and other professionals involved with your child.

The outcome of the Review will be a revised education plan. The education plan may include extra pastoral support which could involve more professional intervention and support. This may then be recorded as a Pastoral Support Programme and the original education plan may form part of this.

What will happen before the meeting?

The school will gather as much information as they can about what has been happening for your child in school and look at those situations and relationships that have gone well. They will also look at your child's strengths and interests in order to find positive areas on which to build. They will ask you and your child for your views too. This should help them to find ways to make it easier for your child to succeed in school and to make best use of other opportunities that might be provided

What will happen at the meeting?

The meeting begins with a welcome and introductions and explaining what the purpose of the meeting is. Everyone is then invited to contribute and explain how they might help support your child. All those attending are sent a copy of the written record of this meeting.

A Solution Focused Approach

This means that everyone needs to be actively involved in finding different approaches that have a chance of working. They may have to decide on a very small step that leads towards the long term objective of keeping your child within their school community. It is important to agree a few targets which involve everyone in helping your child to have success at school.

Should my child attend the meeting?

If both you and your child are happy for them to be at the meeting, decide how long and at what point in the meeting. Remember that it is not useful for your child to become anxious about a meeting with a lot of adults. It is however useful for them to be involved in developing targets and agree to work towards them and to make decisions about how they can access help.

How will we know that the plan is working?

The plan needs to agree how the school will provide regular feedback on how things are going, eg phone calls, letters, e-mails, home-school book, etc, so that you are kept informed of progress and any setbacks. Make a plan for major setbacks.

The school will also set a date for review which may be between two and six weeks.



If things go wrong

Targets need to help people be successful. If it has not been possible for the targets set to be achieved these will need to be changed. Any necessary changes can be discussed and agreed at the next review meeting. An early review meeting can be called at any time if there are any difficulties. It is important you bring ideas for ways to help success.

What might the school include in the programme?

Depending upon the age of your child the school may use one or more of the following suggestions.

Possible ways of helping your child

There are always key elements of a PSP that should be made very clear in the plan; these are:

1. A key adult is identified (preferably by the child), who will meet your child regularly and these meetings should be timetabled as necessary.
2. The school finds ways to hang onto lessons/relationships/activities that are positive for your child and extra support is built around and on these successful areas:

Additional ways:

Review or arrange for assessment of any learning difficulties, particularly literacy, which may affect your child's behaviour. Develop an adapted programme or resources.

Opportunities for your child to use his or her preferred learning style - do you know what it is?

Learning support in specific lessons or for particular activities - who does your child accept help from?

A change of class/set/tutor group – which tutor and children do they work well with?

Learning support unit attendance, small group or individual sessions for part of timetable - What subjects will they do in there?

Disappication from the National Curriculum which is replaced with an alternative curriculum - What is your child good at?

Provision of a peer mentor - a child of a similar age to guide your child - Is your child good at working with people of their own age?

Opportunities for peer support with organised meeting if helpful, eg Circle of Friends - Do they need a group or club to be part of?

An identified 'safe base' and/or exit strategies so that your child is safe and not tempted to leave the school site - Where does your child feel most relaxed at school?

Use of specific rewards chosen to motivate your child - What makes your child want to have a go?

Targeted use of daily or weekly positive report card if this helps your child - make sure your child knows where to take it.

Individual counselling, tutorial support or special play sessions - Does your child like the person doing this?

Attendance at a lunchtime Club/Homework Club and support for unstructured times during the day - Who will meet your child and take them there?

Strategic use of withdrawal session - When does s/he need help learning?

Part-time school attendance as a temporary measure to support the programme - What will your child do at other times?

Part-time college placement or work experience for part of week (KS4) - Who is organising that? Do they keep you in touch?

Planned move to another school (sometimes called a managed transfer or managed move) - Which school do you think is best for your child?



Portuguese

Estes documentos também se encontram disponíveis em Braille, letras grandes, fita ou disco e podem ser traduzidos para Português.

Polish

Ten dokument jest także dostępny w wersji Braille'a, pisany dużym drukiem, na kasecie lub dysku kompaktowym i może być przetłumaczony na język polski.

If you need any further help or information please contact:

Somerset SEND Information, Advice and Support
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Information correct at date of print

Working together for equalities

This leaflet is available in large print on the Somerset SENDIAS website:
www.somersetsend.org.uk

To request this document in an alternative format, please contact us.



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