



School Support Packages

Solution focused staff support and development session

For staff working with troubling and troublesome children.

Service to provide

- Staffing (1.5 hours provided by two members of the Gemstones' Team) for up to 20 school staff participants.

Examples of Resources

- Invite others.
- Relax Kids CDs, Books and Cards.
- Metaphors and therapeutic stories which link to themes.
- Feelings strips, happy, sad face cards.
- Handout about some common Learning Difficulties and NLP/EFT techniques.
- Handout about use of NLP questions for Common Children's Unhelpful Belief Statements.

Structure

- Invite attendees to think of a case for discussion and collect information on the flip chart.
- 5 minutes for presentation of the case focusing on the following questions:
 - What specifically is the problem/issue?
 - On a scale of 1 (-)-10 (+) how confident do you feel about overcoming this problem?
 - What specifically would you like to change?
 - What currently works well?
- Confidentiality and safeguarding statements and discussion.
"Use first names if you wish, but not surnames. The learning from the session is for sharing but any personal details are for keeping in the room. However, if at any point a concern emerges about the safety of a child (emotional, welfare, physical or sexual in nature) then this will have to be passed on to the appropriate authority".
- Invite others to ask for further clarification, where necessary. For example:
 - Who owns the problem - Is this a problem for the child or for you?
 - How would you know that the change you want has taken place?
 - Tell me some more about the time you mentioned when you noticed an improvement.

Fees:

Single session: £165

Assessment

(Boxall Profile and CAF Strands) and Solution Action Planning Session

The Boxall profile is a well-recognised diagnostic tool for assessing the needs of children with social, emotional and behavioural difficulties.

The original Boxall profile provides a structured framework for the observation of children aged 3 - 8 years, in the classroom. Designed in the 1970s and 1980s it is still widely used today and is linked to the work of nurture groups.

It is currently being adapted for use with older children. Its purpose is to provide a means of assessing the areas of difficulty of severely disadvantaged and deprived children, in order to plan specific and structured intervention and to help monitor progress in those areas following intervention.

It is very useful in diagnosing a range of attachment disorders caused by disruption to early nurturing care, but can also indicate a range of other difficulties, such as learning difficulties or other social communication disorders. The Boxall has now been developed to assess older children and young people of school age.

The Framework for the Assessment of Children in Need (FACN) and their families is now used as standard practice by social care, health and education professionals to identify a range of skills and other family or community factors, which are essential to the healthy growth and development of all children.

The Common Assessment Framework (CAF) and safeguarding processes use this framework to assess any unmet needs within the family system. Where the tools are used in a connected, integrated way, multi-agency and interdisciplinary working is enhanced.

Current expertise within GEMSTONES has drawn together the interlinking aspects of the Boxall profile's developmental and diagnostic strands with the child's developmental needs part of the FACN and for areas of identified need has produced examples and potential solutions. An example is provided below.

Note: This can only be provided with signed parental consent form for Gemstones to observe the child and work with the school.

Gemstones staff: Specialist Teacher and Specialist Therapeutic Practitioner

- 2 observations of the pupil (20/30 minutes).
- Session with class teacher to complete the Boxall Profile (1 hour).
- Provision of report.
- Feedback and Solution Focused Session with class teacher and learning consultants if appropriate (1.5 hours).
- Provision of tailored resources and an action plan developed with the school staff.

Fees:
£350

Assessment using the Boxall

First Cluster of the diagnostic profile: Self Limiting Features

Column Q: Disengaged. A high score in this strand may indicate a child that is not engaging with the world and is without interest and motivation.

This may highlight concern in the following areas of the assessment framework; Emotional and Behavioural Development, Family and Social Relationships.

Case Study Example:

The Boxall Profile suggests reasons behind this may be the child's availability of productive attachments. This links to the emotional and behavioural development and the family and social relationships dimensions as they consider the nature and quality of early attachments.

Potential Solutions suggested by Boxall

A tentative approach from adult and individual attention to establish an attachment before they can be drawn into a group may be required.

Target and Strategies

Target: 'Have a go!' Have a go at something new.

- Give responsible job or errands.
- Draw up a list of jobs/errands that need to be done every day.
- Reward doing the above by positive praise in front of others.
- Help a less able child.
- Positive praise for work from others.
- Provide a visual tick list for the child for tasks and choices of activity to be given as a reward and responsibilities.
- Also visual tick list for equipment needed for a task
- Give some short achievable differentiated activities that he/she can do without continuing direct support. These are to be based within a group.
- Encourage the child on occasions to ask for peer help.
- Place next to a more able peer.
- Increasing number of children to join him/her.
- Particularly when given responsible job.

Outcomes

- Specialist assessment to pinpoint social, emotional and behavioural aspects of a child's or young person's development.
- A range of solutions and strategies to support the development of key skills that are barriers to learning and successful school placement.

Output

- Report with needs identified and a range of strategies developed with you to suit your context and the learner's needs.
- Bespoke resources/ideas to support pupil.

Guidance Package for Establishing Nurture Group (or) Special Class in Mainstream Cluster Setting

This support package will provide:

- Assessment by Nurture group Teacher of up to 8 pupils using Boxall profile or similar tool & modelling of this for staff.
- Support from a Nurture group trained teacher and Therapeutic Practitioner (1 day) for school staff (Teacher & TA) on the development of an innovative curriculum combining National Curriculum (both National Curriculum and Early Years Foundation Stage) or P Scales and classic nurture group provision based on a set of common processes.
- Specialist guidance for assessment for learning strategies for PSHE/PSD strands from the revised Early Years Foundation Stage and National Curriculum programmes of study and the or similar including for example using NC/EYFS levelling and the use of QCA behaviour scales, to support accurate tracking and evaluation.
- Training and guidance of effective use of NLP and EFT practice including, influential and persuasive language patterns, therapeutic stories and metaphors for healing trauma and overcoming limiting self beliefs (provided by 2 Gemstones staff: Nurture Group trained teacher and Therapeutic Learning Consultant).
- Whole school consultation session for planning of the introduction of class and ensuring practice is shared/embedded across the school. (If Nurture Group the Nurture Group Quality Mark standards will be used as a guide) 1.5 hours provided, by two Gemstones' members of staff, as a staff meeting.
- Guidance and support on the development of policies and practices to support whole school nurturing learning environments in line with the Quality Mark Standard for Nurture Groups (Gemstones Teacher with member of School SLT).

Fees:

£1,500

Cross Age Tutoring Project

Cross Age tutoring has been found to be one of the most effective interventions for underachieving pupils. (Prof Carol FitzGibbons: 2000. Cross-age tutoring: should it be required in order to reduce social exclusion? In Combating Social Exclusion through Education: Laissez-faire, Authoritarianism or Third Way? G. Walraven, C. Parsons, D. van Veen & C. Day Leuven: Garant.) The Sutton Trust in its Toolkit of Strategies to Improve Learning Summary for Schools Spending the Pupil Premium also placed this very high in terms of effective impact on achievement of Tutors & Tutees as well as being of low cost.

This package will provide opportunities for a primary school and a high school to work together:

- **Identification of cohorts** of tutees in Foundation 2, KS1 and KS2 and focus for the strand of basic skills tuition (ie reading, writing or mathematics) and identification of KS3 or KS4 cohort of tutors. This is normally a group of around 6 -10 tutees and the same number of tutors. (1.5 hours of time from members of the SLT from both the schools involved in the project).
- **Identification of focus for the tutoring** which is usually basic skills in reading writing or mathematics.
- **Collation of baseline data** for tutees and tutors.
- **Tutor Training Programme** for KS2, KS3, KS4 at risk of under achievement run by a member of Gemstones team plus member of school staff.
- The focus for the training will be:
 - Ways of teaching the basic skills for the subject selected (ie reading, writing or mathematics).
 - Tailored to the needs of pupils to be tutored and according to the methods and approaches used in the host school.
 - Include basic behaviour management techniques particularly use of specific praise and effective feedback for next steps to learning (1 day of Gemstones time with a member of staff from participating school).
- **Supervision of cross age tutoring sessions** involving tutors and tutees (6 x 30 minute sessions run by member of Gemstones staff and a member of staff from school).
- **Written evaluation** of the project as part of school self-evaluation evidence involving collation and presentation of quantitative and qualitative data.

Outcomes

- Raised levels of achievement for tutors and tutees.
- Improved social and communication skills for tutors.
- School staff with skills to run the project in future.

Outputs

Evaluation report for use as part of school self evaluation.

Fees:

£2,500