



Department of Children's Services

Educational Psychology Team

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The following narrative provides the highlights of the moderation visit, capturing the effectiveness of the whole school approach to mental health and wellbeing in a summative format based on evidence prepared by school and retained within EP records.

The Bradford Healthy Minds Chartermark Moderation Visit took place on Tuesday the 9th May 2023, and involved an appreciative enquiry of the school, led by Maria Khan. This was then followed by a meeting between the Chartermark Moderation team (Sam Thompson, Sabiha Khan, and Martin Pilkington), the Mental Health Lead and Well-being Governor (Maria Khan), Community Liaison Worker (Kate Hansard) and the Head Teacher (Helen Willett).

Chellow Heights is a specialist primary school setting, for those aged 2 to 11 years, which is located over two sites. All pupils that attend the school have a cognition and learning need as described in their Education, Health, and Care

Plan. The pupils may have additional needs in the areas of: physical, medical, sensory, social and emotional health and social communication needs. The school has three pathways to accommodate the varying needs of the young people that attend Chellow Heights. The school takes a holistic view of children which helps them to identify and help them to overcome 'barriers to learning' so pupils can reach their potential both in relation to academic and social development.

Below is a summary of the discussions had during the moderation meeting:

Leadership and Management

There is a very clear focus on well-being and supporting emotional development throughout the school ethos, with explicit reference to well-being and evidence based emotional support approaches in key policies including the behaviour and staff well-being policy. The Leadership team have endeavoured to ensure emotional health and well-being is a whole school priority and have made systemic changes, including those to policy, their School Improvement Plan, and staff training.

The meeting captured the journey Chellow Heights are on around supporting emotional health and well-being, which is at the forefront of Head Teacher's agenda (Helen Willett). There are numerous Mental Health First Aiders as well as Well-being Warriors who volunteer to promote emotional health and well-being initiatives across the school. The Head Teacher has an open-door policy where staff are encouraged to share any concerns (both home and/ or work-related).

School Ethos and Environment

The clear focus on well-being and supporting emotional development is evident throughout the school. There are numerous displays board that offer signposting and information both for pupils and staff about emotional health and where to go for support. Staff understand the importance of emotional health, evidenced in the routines and provisions in place to support this (emotional check-ins, feelings tree, individual sensory diets). There feels to be a commitment from staff to promote the emotionally friendly ethos as part of their everyday practice. There are designated spaces for both pupils and staff to access should they need quiet reflection time, or access more specific interventions such as time in the sensory room, rebound therapy, Forest School, and pet therapy.

Staff Development, Health, and Wellbeing

Staff have access to regular training which leadership tried to ensure is relevant and applicable to their practice. This year there has been a focus on Trauma Informed Practice to ensure all staff are aware of the impact ACEs can have on young people and how to support them. Recently, school have developed a Staff Well-being Policy which highlights the range of provision the senior leadership team have put in place to promote emotional health and well-being for all staff. For example, this includes:

- Regular coffee and chat sessions
- Breakfast is provided for all staff every Friday
- Upcoming self-care workshops
- Access to a prayer room
- All staff have access to Employee Assist (provides support and practical advice on issues that might be impacting wellbeing)
- Weekly staff briefing where staff nominate colleagues to acknowledge their good practice, these colleagues are presented with a certificate and chocolates
- Anonymous suggestion boxes and termly staff questionnaires to gather regular feedback for the senior leadership team

There is a team of volunteers referred to as the Well-being Warrior's who organise events and workshops to promote emotional health and well-being both for staff and pupils. Reflective supervision circles are beginning to be implemented for specific groups of staff (e.g., designated safeguarding team) so they are provided with a regular opportunity to reflect and discuss in a solution focussed style.

Curriculum, Teaching, and Learning

Chellow Heights is a specialist school setting therefore the curriculum needs to be adapted so it is accessible and meets the needs of the pupils. Staff understand the importance of promoting a total communication approach and equip staff with the tools and strategies to embed this, so it meets individual needs (e.g., access to switches, objects of reference, intensive interaction approaches). Alongside this, the importance of behaviour being a form of communication is embedded in policy and practice, and staff will use behaviour observation to tailor a pupil's day to meet their needs. For those students with

more profound difficulties, promoting a young person's 'sense of self' was at the heart of the curriculum.

Students had individualised targets linked to emotional regulation, emphasising the importance of ensuring young people are regulated before there is a focus on learning.

Coordinated Support

The young people that attend Chellow Heights have access to a range of support around emotional health and well-being which also includes access to external professionals (e.g., Educational Psychologists, Occupational Therapists). There are clear processes in place for all staff to follow depending on their type of concern (e.g., safeguarding behavioural, mental health, medical etc). The provision map highlights the school's offer about support, from Tier 1 (referred to as the core offer), tier 2 (internal interventions) to tier 3 (external support).

The case studies emphasise how closely staff work with pupils and families to promote attendance such as implementing personalised timetables, ensuring the development/ maintaining of positive relationships, consistency, and having positive school experiences.

Identifying Need and Monitoring Impact

The school spoke about the importance of monitoring the impact of the interventions and provisions on offer to ensure these are as effective as they can be. Staff observations were discussed as an example of how the impact of an intervention may be measured. For example: Does the young person appear more regulated? Are they more motivated to access learning? Are they initiating an interaction with a peer? Are they sharing a resource?

Sensory diets are in place for those pupils who have identified sensory processing difficulties. School are working with an external consultant to ensure the provision they are offering is meeting the young people's needs. This emphasises how the school understands the importance of reviewing practice to ensure it is as effective as it can be for pupils as this will ensure they feel regulated in school.

Working with Parents, Carers, and Community

The school have identified the use of Dojo as an effective way to communicate with parents. This provides a means for both home and school to send messages and photos. Kate Hansard spoke about her role in promoting links with families and the local community which includes meeting all new pupils in their homes as an initial first meet, with parents then encouraged to attend school at other times. There are monthly parent groups which range from social meet-ups to workshops from the nursing team and sessions hosted by Bradford Inclusive Disability Service, which includes a toy loan service. In the holidays, school encourage 'stay and play sessions' where parents are encouraged to bring their children and use the school facilities. Kate has also organised meet-ups at other settings such as Nell Bank. The school also have close links with the local hospice and play settings. The next step for the school is to offer an after-school club in the near future which they foresee will have a high uptake.

Student Voice

It was a pleasure to meet some of the school council members during our tour of the school. The school council meets every half term and are encouraged to explore different ideas about school life and plan things for upcoming events such as Children in Need. There is an emphasis on the importance of promoting communication for pupils with staff equipped with a range of approaches and strategies to support this. In September, Chellow Heights will begin its journey of becoming a Rights Respecting School.

The following table provides the evidence that the school provided to show the effectiveness of the whole school approach to mental health and wellbeing. The 'agreed rating' also shows the self-assessment of the school which was endorsed as part of the moderation for the Chartermark.

Area	Agreed rating	Evidence observed (a – f)
Leadership and Management	1	<ul style="list-style-type: none"> • Audit pages 22-25 • School development plan • Mental health first aiders in school • Whole school intervention map for pupils and staff.
School/College Ethos and Environment	1	<ul style="list-style-type: none"> • Audit pages 26-28 • Behaviour Policy: Incorporating the Anti Bullying Policy
Staff Development, Health and Wellbeing	1	<ul style="list-style-type: none"> • Audit pages 26-28 • Staff wellbeing policy

		<ul style="list-style-type: none"> • Master always certificate- an initiative being implemented in school to show staff appreciation and acknowledge outstanding practice and hard work
Curriculum, Teaching and Learning	1	<ul style="list-style-type: none"> • Audit pages 33-35 • Mental health first aiders in school • Local offer leaflet
Coordinated Support	1	<ul style="list-style-type: none"> • Audit pages 36-39 • Communication Team Intervention flyer • Haven intervention flyer • Hydro intervention flyer • Physical development intervention flyer • Whole school curriculum intents for each pathway • Local offer leaflet • Well-being case study – Pupil B • Well-being case study- pupil GB • Attendance improvement case study- pupil A • Attendance case study- Pupil D • Attendance case study- Pupil E • Attendance case study- Pupil F
Identifying Need and Monitoring Impact	1	<ul style="list-style-type: none"> • Audit pages 40- 42 • Mental health first aiders in school • Well-being case study – Pupil B • Well-being case study- pupil GB • Attendance improvement case study- pupil A • Attendance case study- Pupil D • Attendance case study- Pupil E • Attendance case study- Pupil F
Working with Parents, Carers and Community	1	<ul style="list-style-type: none"> • Audit pages 43- 44 • Parent survey results
Student Voice	1	<ul style="list-style-type: none"> • Audit pages 45- 47 • School council pictures- examples of feelings and wellbeing at school being discussed in school council.

OUTCOME

Chellow Heights has a welcoming and nurturing atmosphere, which is the product of thoughtful development of whole-school approaches over many years. The school makes a strong commitment to the well-being and resilience of its pupils, staff, and community, and has used strong evidence to inform its areas of development and provision. To summarise, Chellow Heights has achieved the criteria for the Bradford Healthy Minds Silver Award by achieving the following:

- There is a clear whole-school approach to mental health and well-being which is outstanding
- Educational outcomes for children are excellent as a result of this whole school approach which means there are no exclusions and no issues with attendance

Whilst there are high standards, considering implementing the following recommendations over the coming academic year would support the school to progress towards the Gold Award:

- Continue to extend the use of pupil well-being measures in order to capture the impact of support, intervention etc. over time.
- Embed a regular timetable for reflective supervision circles so staff have regular opportunities to discuss their role/ experiences in a safe space using a solution focussed approach.
- Continue to embed whole-school approaches, more specifically Emotion Coaching and work around sensory processing intervention, which includes upskilling staff around sensory processing difficulties and why sensory diets interventions are important. This may also be beneficial to then extend to parents.
- For the school to begin their journey to become a Right Respecting School.

Congratulations!

Kay

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