



WILLOW DENE SCHOOL
Strategic Development Plan

To support pupil and staff well-being, through collaborative working and the development of policy and practice within the school and health environments ensuring that mental health needs across the school are met.

Overall aims

- To develop CAMHS services and related collaborative working to provide families and individual pupils with support and treatment. To ensure that all health professionals have a clear profile of pupils needs through the development of a CAMHS pupil passport
- To continue the development and dissemination of the SCERTS framework across the school with Speech and Occupational Therapies
- To explore and develop well-being/induction policy and practice for staff through external and internal support mechanisms ensuring staff are well informed and supported
- To ensure staff are well informed and knowledgeable about mental health challenges across the age ranges as well as adulthood and how these difficulties can be identified and supported

| Strategic Aim | Key tasks | Accountabilities and timescales | | | | | | Desired impact |
|--|---|---|----|----|----|----|----|---|
| | | T1 | T2 | T3 | T4 | T5 | T6 | |
| <p>To develop CAMHS services and related collaborative working to provide families and individual pupils with support and treatment. To ensure that all health professionals have a clear profile of pupils needs through the development of a CAMHS pupil passport.</p> | <ul style="list-style-type: none"> • To liaise with clinical psychologist/nurse to identify themes of next workshops/info sessions for families • To collaborate with nursing team/ Dr Palmer/paediatrics via working party to produce CAMHS pupil passport for all pupils accessing CAMHS • To explore the mental health needs of children with complex needs | | | | | | | <p>Families and individual pupils are supported and well informed regarding their children’s care and barriers through joint health and education appointments and workshops. Collaborative working with CAMHS and other health professionals has produced CAMHS pupil passports. All health professionals will have a better understanding of their patient’s behavioural, communicative, sensory needs and strategies used to support them. Families will feel better supported and able to share information regarding their child at times of need.</p> |
| | | <p>CB CA MHS</p> <p>→</p> <p>CB CA MHS</p> <p>→</p> | | | | | | |

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| <p>To continue the development and dissemination of the SCERTS framework across the school with Speech and Occupational Therapies.</p> | <ul style="list-style-type: none"> To review the first cohort of SCERTS clinic To ensure pupils on the SCERTS framework (but no longer under the clinic) continue to follow the framework via their PLPs/AR targets and are reviewed regularly To identify dates with SALT/OT for clinics over next two terms To circulate the SCERTS referral form to all staff to identify next group of children To ensure staff have completed electronic assessment and that this is uploaded alongside video evidence | <p>CB w/ing party</p> | <p>→</p> | | | | | <p>The SCERTS clinic supports joined up practice and the assessment process is embedded within school.</p> <p>That staff are confident in identifying pupils who may benefit from accessing the clinic, completing the relevant documentation and setting targets.</p> <p>Pupil progress is tracked, recorded and uploaded to ensure there is clear trail of the impact of the SCERTS framework on pupils social communication and sensory needs.</p> |
| <p>To explore and develop well-being/induction policy and practice for staff through external and internal support mechanisms ensuring staff are well informed and supported.</p> | <ul style="list-style-type: none"> To co-ordinate with TLR responsible for 'well-being' to organise a committee of staff to support physical well-being To complete and publish TA/Teacher induction booklets To share and introduce to staff via a PDM the induction process To liaise with admin and TLR to ensure there is an overview and recording system to record completed inductions To liaise with TLR to identify training needs for new staff re SaLT, OT, MOVE and ensure it is completed and recorded To liaise with Compass schools to examine staff/pupil mental health and well-being and next steps To explore external and internal debriefing mechanisms within school, counselling options and other therapies staff can access | <p>CB JS</p> | <p>→</p> | | | | | <p>Staff are well inducted and knowledgeable in the key processes and practices around and in school through training and the completion of staff induction booklets.</p> <p>Staff will feel confident in their role and place within school. There will be positive impact on staff well being and reduced absence due to family pressures</p> |
| | | <p>CB JS PW</p> | <p>→</p> | | | | | |
| | | <p>CB JS</p> | <p>→</p> | | | | | |
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