

Graduated Approach to Mental Health and Well-being

Kingsway Primary School

A whole-school framework supporting every child's emotional health — from universal provision in the classroom to specialist external support — built on inclusion, relationships, and early intervention.



Curriculum & First Quality Teaching

Our foundation is a **warm, accepting whole-setting culture** that reduces barriers and supports every child. Universal provision includes:

Wellbeing in the Curriculum

Zones of Regulation, feelings vocabulary, Wellbeing Scale, Worry Monsters, and PHSE lessons informed by CPOMS trends.

Inclusive Enrichment

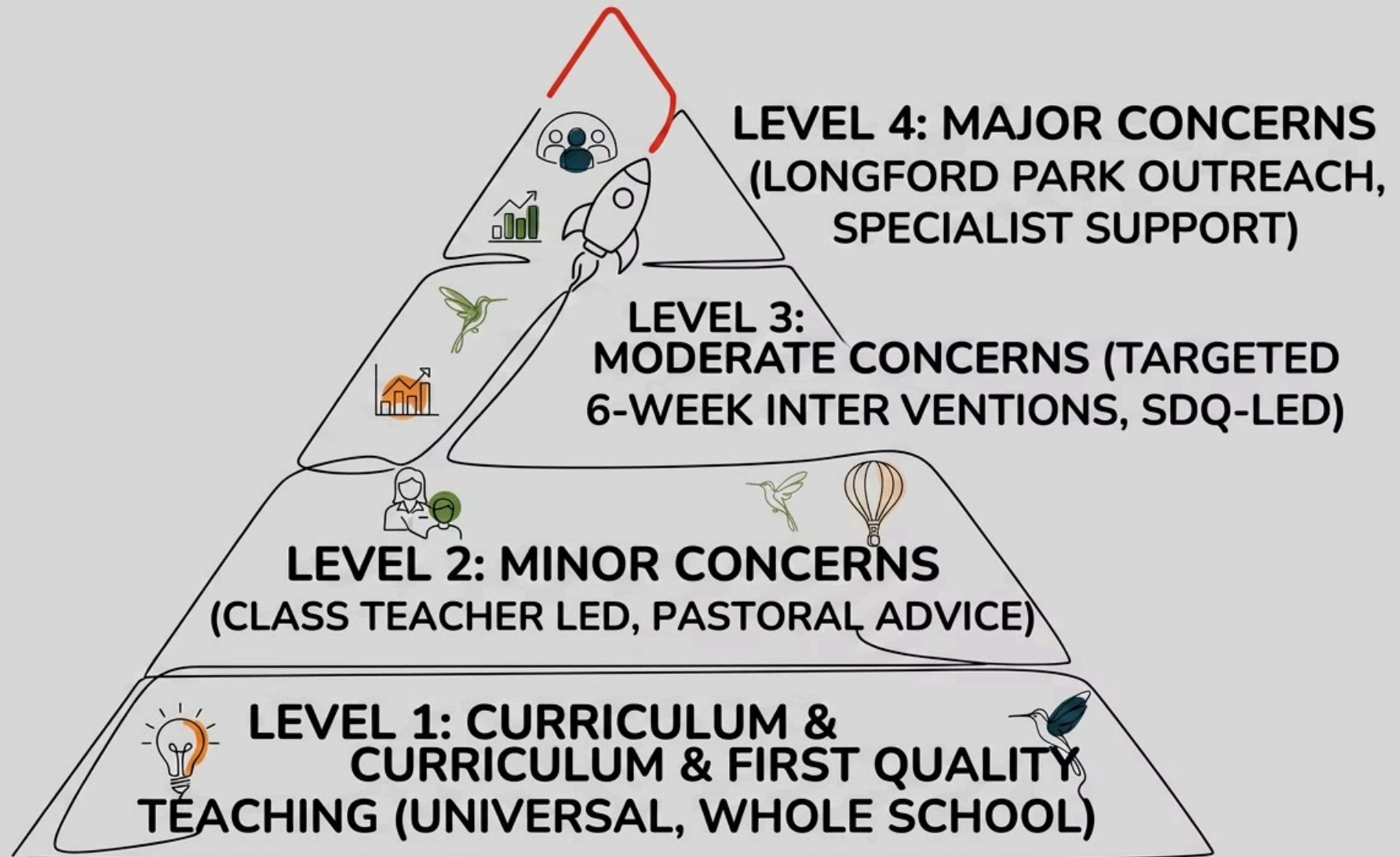
Outdoor Learning, Yoga, clubs, trips, Star of the Week celebrations, and visual timetables for all.

Relational Policy

Whole School Relational Inclusion Policy — embedding the language of rights, responsibilities, and emotional validation.



The Graduated Approach at a Glance



Support is tiered and responsive — beginning with high-quality universal provision and escalating thoughtfully to specialist external input where needed.

Screening & Assessment

Identifying children who need additional support is systematic and evidence-informed.

Key Screening Tools

- Knowledge of ACEs — 4 or more indicates further support needed
- Pupil SDQ — completed by teachers, results recorded by Pastoral Lead
- Behaviour tracking via CPOMS
- Disadvantaged pupils and those with emotional regulation difficulties prioritised

How Screening Informs Action

SDQ scores are used to select children for additional support. **Protective factors are always considered** alongside scores.

Results are shared with class teachers and the pastoral lead to ensure a joined-up response. Trends in CPOMS incidents inform whole-school planning, including assemblies and PHSE lessons.

Minor Concerns

Managed by **class teachers** following advice from the pastoral team. These are early, responsive, and low-level interventions.



In-Class Resources

Additional resources, social stories, or a one-off lesson tailored to the class or individual need.



Roles & Relationships

Jobs in class and dedicated time with the class teacher to build connection and confidence.



Escalation Pathway

One-off events are supported as they arise. On-going minor concerns are reviewed and escalated to moderate concerns where needed.

Moderate Concerns

Children scoring **above 11 on the Pupil SDQ** may have an emotional well-being need and will be considered for a **6-week block of targeted intervention**. A specific target is set based on the questionnaire, and the appropriate intervention is allocated and reviewed on Insight.

Children identified through behaviour tracking and ACEs are also considered. Those with **identified needs** (EHCP, diagnosis, Ed Psych recommendation, LAC) receive a dedicated meeting with the SENDCo, Designated Teacher, parents/social worker, and relevant professionals to plan bespoke intervention.



Intervention Menu

A range of targeted interventions is available, matched to the child's presenting need and SDQ profile.

Hyperactivity & Sensory

- Sensory Circuits
- Movement breaks
- Flexible seating
- Outdoor opportunities

Social & Emotional

- ELSA
- Lego Therapy
- Emotion Coaching
- Yoga

Peer & Conduct

- Social Skills groups
- Lunchtime support & coaching
- Themed workshops
- EYFS 1:1 or group support

Access & Enrichment

- Outdoor Learning
- Breakfast Club access
- EYFS support

Major Concerns: Longford Park Outreach

Where concerns continue or begin to escalate, specialist external support is accessed through **Longford Park Outreach** — a specialist block of therapy delivered by an external professional linked to a local specialist provision.

What This Looks Like

- Specialist therapy block from an external professional
- May take the form of **talking therapy** or **art therapy**
- Delivered to **individuals or small groups** where appropriate

How to Access

Referrals can be made through:

Miss Dunstan — Pastoral Lead

Mr Walker — AHT for Inclusion / SENDCo

When Is This Triggered?

When concerns are persistent or escalating beyond what school-based interventions can address, and a higher level of specialist professional input is required to support the child's emotional well-being.

Key Roles & Responsibilities

01

Class Teacher

First point of response for minor concerns. Implements pastoral advice, monitors progress, and escalates where needed.

03

Mr Walker — AHT for Inclusion / SENDCo

Leads on SEND-related planning, EHCP coordination, and co-access to specialist external support.

02

Miss Dunstan — Pastoral Lead

Coordinates screening, SDQ recording, intervention allocation, and access to Longford Park Outreach.

04

SG Team & External Professionals

Provide ACE knowledge updates via CPOMS and contribute to multi-agency planning for children with complex needs.



Our Commitment to Every Child

A whole-school culture where every child feels safe, valued, and supported — from the classroom to specialist provision.

Universal

High-quality teaching, Zones of Regulation, Relational Inclusion Policy

Targeted

SDQ-led interventions, 6-week blocks, ELSA, Lego Therapy, Talking Therapy

Specialist

Longford Park Outreach — external therapy for individuals or small groups

For referrals or further information, contact **Miss Dunstan** (Pastoral Lead) or **Mr Walker** (AHT for Inclusion / SENDCo).