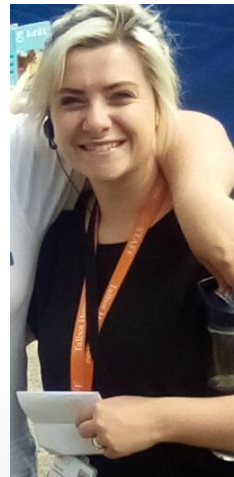




Care Team

Who we are and what we do



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Who are the care team?

- Lenny – Care Team Lead and Careers coordinator
- Karen – Family Liaison & Deputy DSL
- Kate – Care team and LSA
- Owen – Lead Thrive Practitioner, literacy, reading intervention, care team
- Ian – Thrive Practitioner, care team and LSA
- Ross – Health & Fitness, care team and LSA



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What are our roles and responsibilities?

Care Team

- Behaviour management
- Provide behaviour information to support meetings
- Behaviour management
- Organise staffing for activities
- Individual and activity risk assessments
- DSL acts upon safeguarding information
- Monitoring the register and inputting attendance data and fire registers
- Fire Wardens
- Communicate with SEND transport
- Communicate and provide information to parents/carers, and external professionals

Curriculum based

- Thrive
- Health and Fitness/PE
- Wellbeing
- Assist with the reading intervention program
- Pupil Points & data analysis
- Provide support to pupils throughout the duration of the day
- Planning, organising and delivery of curriculum days



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Curriculum

Health and Fitness/PE

- These lessons are activity based using the national curriculum for P.E
- We plan activities that work on
 - developing skills,
 - advantageous play
 - officiating and rules
 - Coaching
- Sessions include differentiation for different abilities and skill levels
- We cover a range of team sports (basketball, football, cricket), creative sports (gymnastics, trampolining, dance) and individual (badminton, table tennis, athletics).

PFA

- This consists of a taught element (PSHE association), Duke of Edinburgh (DofE) and Cookery (AQA unit awards)
- Working on skills such as
 - Budgeting
 - Personal hygiene
 - Cooking
 - Cleaning
 - Map reading
 - Working as a team
- Duke of Edinburgh award, through activities to build skills

Wellbeing

- Theme based activities to promote wellbeing. Activities such as;
 - Arts & crafts
 - Music
 - Hair and Beauty
 - Fitness
- Last half-term's theme was expressing yourself.
- This half-term the theme is creative industries

Thrive Approach

How does Thrive support pupils?

- Thrive enables us to identify the developmental gaps signaled by pupil behaviors and to choose appropriate, targeted interventions designed to meet their needs and fill the gaps.

How do Thrive sessions work and what impact do they have?

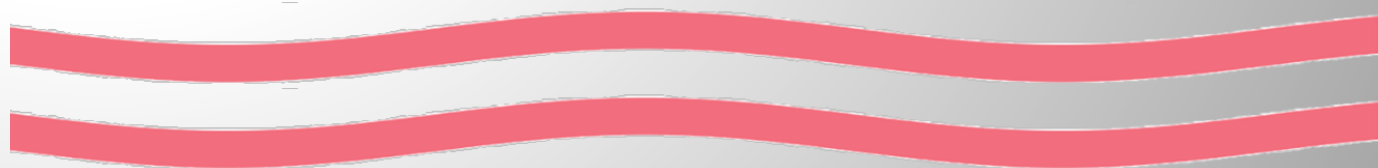
- In Thrive sessions we offer a structured way to provide the missing relational experiences in order to rewire their neural circuitry for more effective functioning.
- Write an impact here

How is Thrive embedded into the curriculum?

- The Thrive practitioners in school complete individual and group profiles for all pupils, these provide suggestions that will support teaching and learning.



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Thrive Approach

Thrive VRF

- Thrive talk Vital Relational Functions VRF
- **Attune** – Be alert to how they are feeling.
- **Validate** – their experience/feeling – it's OK
- **Contain** – Emotionally create a safe space
- **Soothe** – move forward to feeling understood

Principles of Attunement

- Guiding and supporting – Make suggestions, provide help, offer choices,
- Attuned together – co-operating, equal turn taking, have fun.
- Receiving – Nodding, eye contact, smile, show you have noticed.
- Encouraging – warm and friendly, listen, name what you notice.
- Being attentive – Turn towards, friendly posture, give time, give space.



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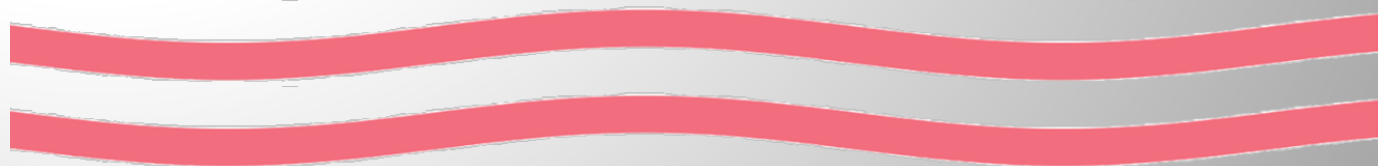


How we offer support

- Offering time-out, to be used to help self-regulate
- Restorative work with pupils
- Utilising different spaces around the school e.g. Pod, F3, outside areas, sensory rooms,
- Use of sensory equipment
- Point system and rewards are used in conversation with pupils
- Empowering pupils to make good decisions and self-regulate by assisting staff with a task
- Using a trusted member of staff (positively) to facilitate learning
- Working 1:1 for intense support if needed
- Having an open and clear dialogue with parents and carers.
- Using 'Thrive' language



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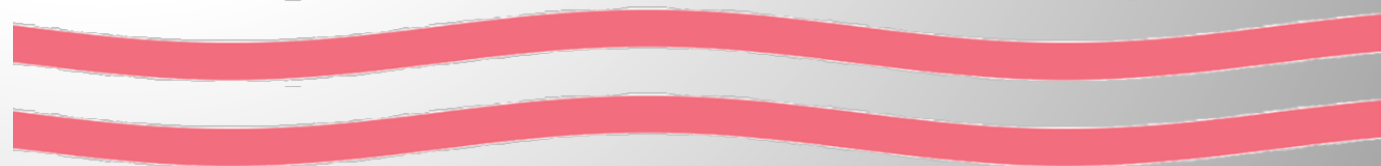
Impact

- Improved engagement for all pupils through a clear, whole-school approach
- Our data will allow us to identify interventions
- Able to reflect on incidents
- Able to be proactive, rather than reactive
- Understand strategies that will support pupils, to help themselves
- Long term, meaningful change

We are not the removal crew



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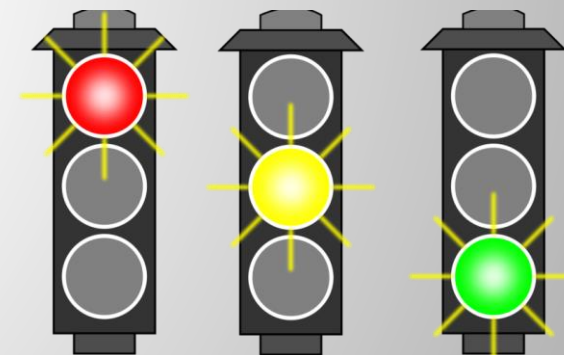


Reward system

Our reward system is in place for a variety of reasons.

- The traffic light system is a fluid system we use to monitor behaviour. It accommodates 'blips' throughout the day, whilst encouraging good behaviour through incentives.
- It always offers pupils a chance to turn things around. They don't feel like they have lost.
- Purposeful comments can be made during each lesson to highlight positives or areas for improvement.
- Getting more 'green signals' and house points are incentives for pocket money, pick from the box on Friday's, rewards days or the golden ticket
- The reward system can be used to analyse trends in lessons, social time and activity time.

- The reward system is embedded within lessons using folders to create a dialogue between staff and pupils.
- Interventions such as time-outs and speaking with staff are monitored to help track if pupils need additional support and develop strategies.



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Reward system

- Reward days are used as an incentive for good behaviour and engagement, they offer the chance to do something educational and/or fun.
- At the end of every half-term there is a teaching and learning themed day planned. This is to consolidate learning from lessons such as History, geography or French.
- At the end of each term, we plan themed rewards day. Pupils house points will determine if the pupil will be awarded a bronze, silver and gold reward. The more house points you earn the higher the reward.
- Certificates weekly for 100% attendance and for star pupil from various subjects



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