

# IMHARS Sharing Practice & Celebration Event

Friday 15th March 2024

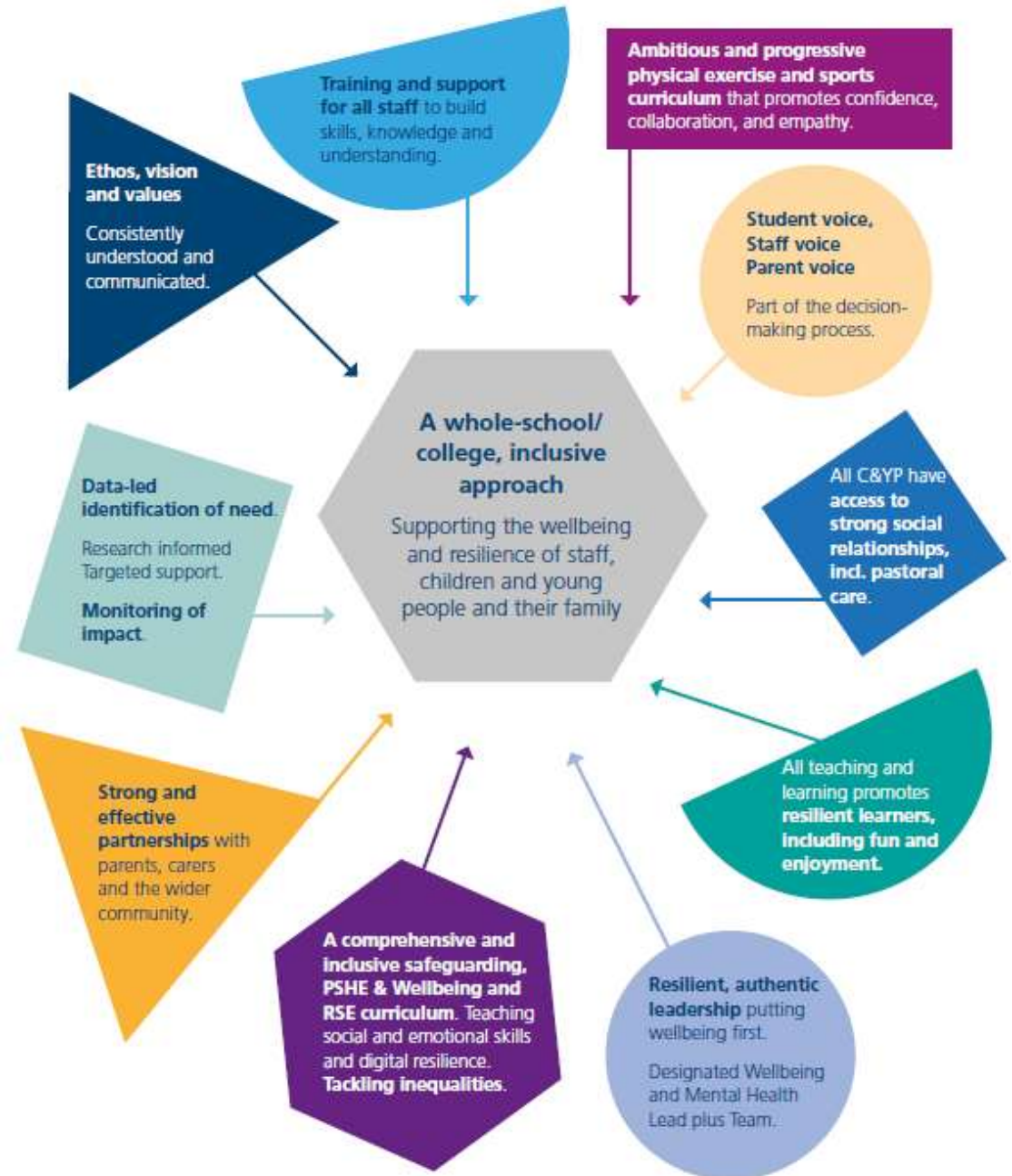
Improving lives and outcomes for all



Improving Mental Health  
and Resilience in Schools

- **Across all schools/colleges,** Southwark's IMHARS framework model describes the **10 components of school/college** life that can support and contribute to pupils' positive mental health and resilience.
- Each section has guidance, including questions for reflection and ideas for action, together with some useful quality assured resources.

Wellbeing First: Southwark's Improving Mental Health and Resilience in Schools (IMHARS) Framework

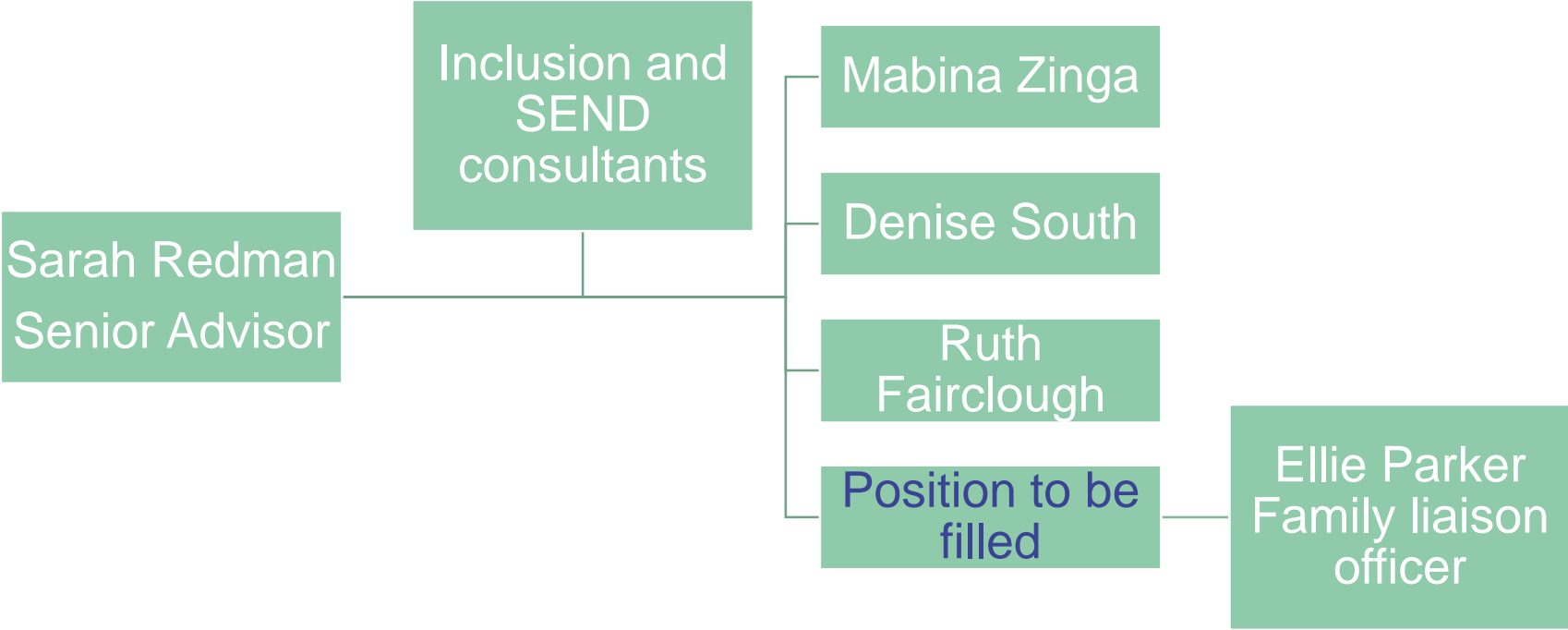


# Southwark SEND standards

Guidance and implementation for mainstream class rooms

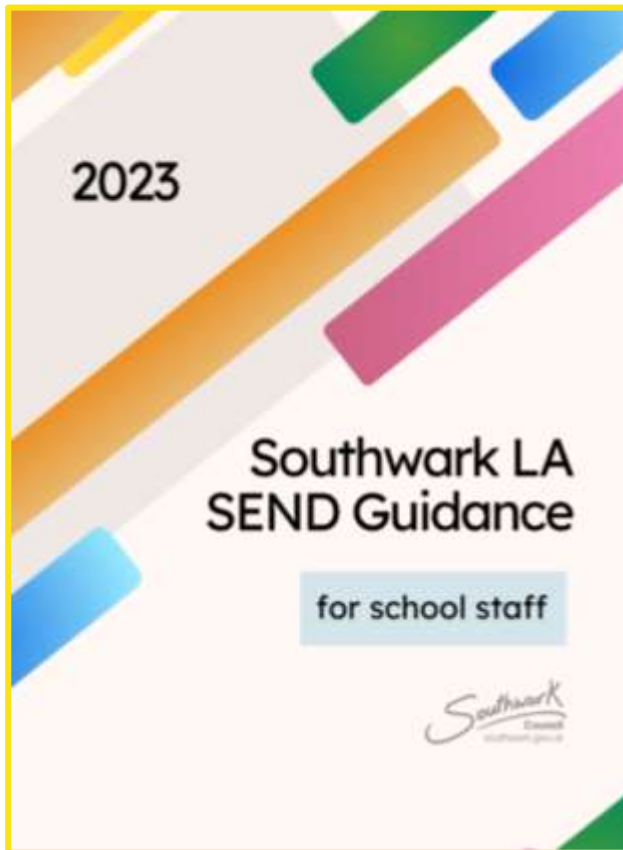
Presented by Mabina Zinga, Inclusion and SEND consultant  
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# SELA Inclusion and SEND Team



# Southwark SEND standards

Published April 2023



Southwark's refreshed guidance to all schools, which has been available since April 2023, clearly illustrates the Southwark SEND Standards and setting out the provision that the local authority expects all educational settings to make to ensure that **all** learners make progress.

# Meeting the needs of learners with SEND

## What are the class teachers responsibilities?

Can you think of responsibilities related to students with SEND that ARE or ARE NOT the responsibility of the class teacher?





## **STANDARD 1**

An inclusive setting: providing a positive and supportive environment for all.

**This standard sets out the attitudes and environment we hope to create in mainstream schools**

- Providing an education that is ambitious and promotes fulfilment of potential.
- Providing an education that is appropriate to the needs of the pupils.
- Removing barriers to learning and participation.
- Promoting positive relationships and well-being for all pupils.
- Adopting a pro-active and positive approach to behaviour.

## STANDARD 2

Ensuring high quality teaching is accessible to all.



The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



"Far from creating new programmes, the evidence tells us that teachers should instead prioritise familiar but powerful (HQT) strategies... to support their pupils with SEND."

EEF, 2020





### **STANDARD 3**

Building an ongoing and holistic understanding of need.

## Using the assess, plan, do, review cycle

- The 'graduated response' approach can work effectively in meeting needs in a timely and effective way, before it becomes necessary to move a child or young person on to higher levels of support. In following the assess, plan, do and review cycle schools can determine needs, and plan effectively to meet these within the setting
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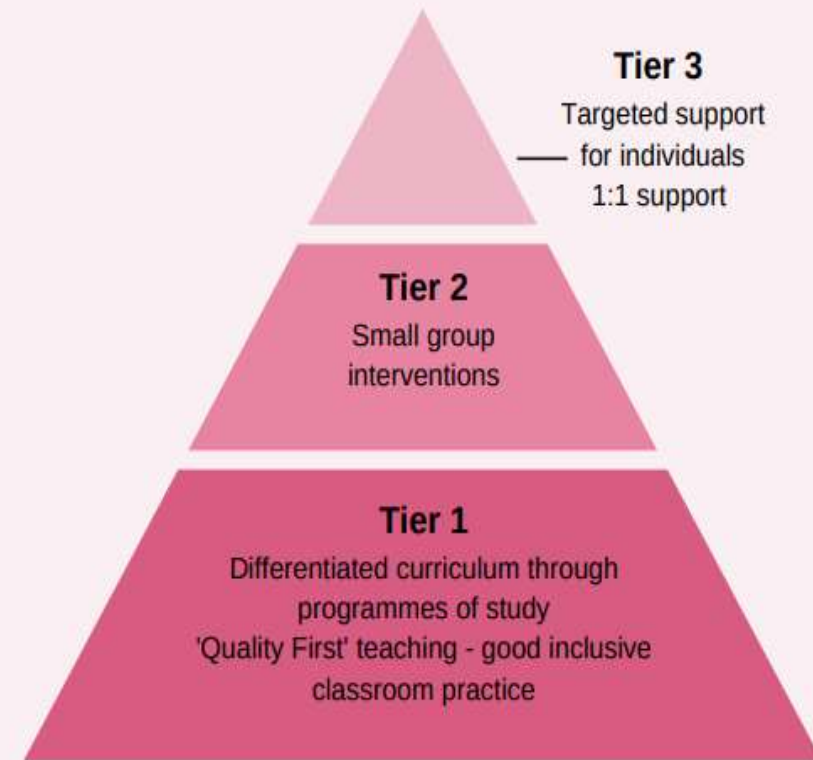
## STANDARD 4

Use targeted support and interventions to supplement High Quality Teaching.



Targeted support and interventions introduced a universal provision, should have a specific set of desired outcomes to maximise impact.

- Effective assessment
- Maintain the fidelity of evidence based programs
- Bullet three



**Figure 1:** the 3-tier model of Inclusion provision and interventions



## **STANDARD 5**

Ensuring all schools know and follow the statutory requirements.

### **Schools should:**

- Know and follow all relevant legislation.
- Review and update all statutory documentation.
- Have up to date knowledge of all access arrangements.
- Follow statutory requirements in respect of admissions, toileting, medical needs and safeguarding.
- Ensure their setting enables the majority of needs to be met without an EHC Plan, including those with complex needs.
- Follow all processes, as set out by Southwark LA, in applying for an EHC needs assessment.
- Ensure effective EHCP provision including requirements for reviewing an EHC plan.

# Potential barriers?

**What barriers have you faced or anticipate facing in trying to implement the Southwark SEND standards?**

- **Attitudes and beliefs?**
- **Resources and funding?**
- **Knowledge and confidence?**



# Practical application

## The majority of needs can be met through HQT in the classroom

- **Do not wait for an assessment or diagnosis to implement support**

Teachers should feel confident in implementing support for children and young people with SEND within the classroom, having a bank of frequently used SEND strategies to draw on is a good starting point when unsure of a young persons needs.

- **Behaviour as communication**

It is important we understand what the pupil is telling us through their behaviour. Teachers should adopt a positive and proactive approach to positive behaviour support. We must always focus on what the pupil is doing right while also pre-empting possible crisis situations. The development of effective communication skills and the careful management of the environment are essential in minimising incidents and the impact of behaviour.

- **Support for SEND through whole class initiatives**

The majority of SEND strategies are beneficial for all children and young people, making a SEND strategy 'THE' strategy avoids adding extra or different support.

## Always prioritise skill acquisition over task completion

# Questions