



P.I.T STOP

Pastoral Inclusion
Team

2025-2026



Who's Who?

Mrs Brooks / Miss Major – Assistant Headteacher(s) of Inclusion

Ms Heselden – SENCO Assistant

Mrs Hall – Pupil Support Leader

Mrs Penny – Pastoral Officer (HLTA) & ELSA

Miss Cooney - Teaching Assistant (Inclusion) &
Speech & Language Assistant

Miss Foskett – SEND Teaching Assistant (Inclusion)

**PIT STOP
WORKERS**



Mental Health Support Services at Midfield



MENTAL HEALTH IS A CONTINUUM



School Level Intervention

External Specialist and Professional Led Services

Classification	Emotional Wellbeing	Mental Health Concerns	Mental Distress	Mental Health Problems	Mental Health Disorders	Mental Illness
Presentation	No identified concerns <u>accesses</u> universal offer to manage any difficulties they may experience with their emotional wellbeing.	May suffer from lack of sense of belonging, low- <u>self esteem</u> , social difficulties, confidence, unhappiness, loss of interest	May have lots of worries/anxiety, problems with sleeping, fatigue, managing strong feelings, emotional regulation	Episodes of anxiety or depression are interfering with ability to learn, enjoy life and deal with adversity.	Similar to problems but more severe, complex or persistent. Include emotional and conduct disorders (anxiety, depression, OCD, aggressive and antisocial behaviours). May be links to neurodivergence.	Psychosis, clinical depression, severe anxiety and severe eating disorders.
Offer Level	Universal Offer	Targeted Offer	School Level Specialist Offer	Bromley Y Living On (if relevant)	Bromley Y and other professionals such as Paediatricians, Education Psychologists etc.	CAMHS
What's the Offer	PSHE Circle-Times Mindfulness Time2Talk Daily Check-In's	Wider pastoral support including: Targeted Group Work <u>Time2Be</u> Talk and Draw Forest School Therapy Emotional Coaching	ELSA Therapy	External Providers		

Speech and Language Support Services at Midfield



School Level Intervention				External Specialist and Professional Led Services		
Classification	No communication or language concerns	Early Speech and Language Needs	Speech and Language Targeted Support	In Need of Specialist Support	Ongoing (but time-limited) Specialist Support Required	Enduring / Long lasting Specialist Support
Presentation	No identified concerns <u>accesses</u> universal offer to support age-appropriate development	May have identified speech and language needs, screeners highlight that the child may benefit from intervention.	Needs are identified using trackers and identification checklists and screening tools.	Screeners have identified that specialist speech and language support may be needed / or progress in target support is less than expected. A full speech and language assessment is needed	Children will have identified speech and language needs. Targets are set by the speech and language therapist. Targeted interventions previously offered have had limited <u>impact</u> but additional support is now identified. Child will likely be in receipt of a FIP to increase provision at school-level.	Children with an enduring speech and language need may benefit from an EHC plan. Professionals will contribute to what provision need putting in place which will be detailed within Section F of their plan.
Offer Level	Universal Offer	Targeted Offer	School Level Specialist Offer	Referral to NHS Speech and Language Therapy Service	Additional Targeted Intervention implemented for a time limited period (e.g. Language Link)	Bromley Healthcare SALT intervention
What's the Offer	Inclusive Classrooms Word Aware Strategies Quality First Teaching	NELI programme SLCN Toolkit Interventions	Talk Boost for EYFS/KS1/KS2	External NHS Referral	Bespoke offer depending on recommendations from S&L assessment. Additional provision funded through FIP.	NHS Bromley Healthcare Offer SALT Therapy
Funded by Notional Budget				Funded by FIP/ EHC Plan and Bromley Healthcare		



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Offer

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Mindfulness

Restorative Justice

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Social Skills

The image shows the cover of a book titled 'SOCIAL SKILLS ACTIVITIES FOR KIDS'. The title is written in large, colorful, multi-colored letters. Below the title, it says '50 Fun Exercises for Making Friends, Talking and Listening, and Understanding Social Rules'. The cover art depicts three diverse children (a girl with a ponytail, a boy with a backpack, and another boy) standing outdoors and talking. The background includes a tree, a sky with clouds, and a purple structure.

SOCIAL SKILLS

ACTIVITIES FOR KIDS

50 Fun Exercises for Making Friends,
Talking and Listening,
and Understanding Social Rules

Groups of children identified by members of the Pastoral Team and/or through discussions with Class Teachers as part of Pupil Progress Meetings.

Groups of children are taken out once per week for a limited period to deliver social skills interventions. These might include:

- Compassion Comprehension
- Cooperation Tasks
- Empathy and Following Direction
- Recognising Body Language
- Manners and Eye-Contact

Some individual pupils may have ongoing targets linked to social skills with such intervention programmes being listed as a provision within their EHC plan. Due to the longevity of such programmes, these are best delivered as part of quality first teaching and incorporated within PSHE time where appropriate in a whole-class setting or more bespoke with year group teaching assistants.

Bromley Mentoring Programme (BMP)



**Bromley Education
Business Partnership**

- Mentors are adults from the local community who spend time with a young person with the aim of motivating and encouraging them to improve their skills and raise their aspirations. Bromley Mentoring Initiative supports a number of programmes including Primary Schools for children in Year 6.

Sessions are usually held on a fortnightly or weekly basis.

Mentoring Aims

- Give you encouragement and develop your confidence
- Listen to you and discuss anything you feel is important
- Discuss possible solutions to any difficulties and help you decide what would be the best thing for you to do
- Give you the benefit of their experiences of work and life, which can widen your personal knowledge and skills



EXTERNAL PROVIDER



Bromley Y



Bromley Y was awarded the tender in 2021 to provide the Mental Health and Emotional Wellbeing Service (MHEWs) which reaches out into the community offering advice, signposting and group work. In addition to this, Bromley Y offer short-term, low to medium level interventions for children and young people.

Our work with primary age children involves working closely with parents/carers and external agencies collaboratively to help understand their difficulties.

In most cases, work for under 11s is with the parent or carer, in recognition of the vital role they play in a child's life. We offer evidence-based interventions to support parents and carers in understanding the presenting issues and empowering them to help and enable their child.

A key aspect of our work with primary age children is linking with their school and any other practitioners/agencies involved. This enables us to form a clearer picture of their needs, external support available or already being provided, and to ensure that we work together to hold the child in the centre of our planning.

Parents with under 5's are recommended to liaise with their health visitor and we will also help link with early year's education settings, if we feel this is appropriate.

Bromley Y are the contracted MHST for schools within the London Borough of Bromely.



CAMHS

- Bromley Child and Adolescent Mental Health Services (CAMHS) support people under the age of 18 who are struggling with their mental health.
- We provide routine and urgent assessments and perform evidence-based interventions based on the individual's clinical needs. These interventions include providing advice, signposting and brief focused, goal-based support.
- We are a multidisciplinary team. This means we are a group of professionals who specialise in different areas of medicine but work together to make decisions about how to care for people with mental health conditions.
- We also work closely with children, young people, and their parents or carers. The team collaborates with other local services in the borough of Bromley. These include:
 - GPs
 - Acute hospitals
 - Schools
 - Social services
- To access this service, you must:
 - Be under the age of 18
 - Be registered with a GP in Bromley





Time2Talk

Pupils are able to request appointments with a member of the Pastoral Team. These take place during break and/or lunchtimes and is an opportunity for children to speak freely about any problems or worries. This could include friendship difficulties, worries about an upcoming change, transition or a change in the school or family dynamic. This is the equivalent of a regular check-in but the emphasis is placed on the child and encourages them to be independent when requesting help and support. These sessions are informal and children can request to bring a friend with them. This is also an opportunity to undertake friendship mediation and conflict resolution.



There are Postboxes placed around the school where children can complete a slip and post-it. PIT Stop team members will routinely check the post-boxes and allocate an appointment time to the child based on a priority need basis. Staff will be familiar with vulnerable children and/or families and these children will have priority in the first instance.

Sensory Circuits

A background to sensory circuits

Sensory motor circuits is an intervention based on the theories of sensory integration and sensory processing. It is estimated that as much as 1 in 6 children may suffer difficulties linked with sensory processing disorder.

If a child is having difficulties with sensory processing, we may see:

- A child who is touch averse
- A child who refuses to engage in messy play
- A child who appears anxious
- A child who avoids moving, climbing, swinging
- A child who puts their hands over their ears
- A child who is sensitive to noise
- A child who can't sit still
- A child who likes to touch objects, people and fiddles.

What is a sensory circuit?

A sensory circuit is a sequence of physical activities that are designed to alert, organise and calm a child. The circuit aims to facilitate sensory processing to help children regulate and organize their senses in order to achieve the 'just right' level of alertness required for effective learning.


The circuit should be enjoyable, physically demanding and fun for all children. This can be useful in supporting children to regulate before transitioning to their classes to access early morning work. Occasionally, the sensory circuit may be needed at different times in the day to support a child's sensory diet.



Pupils at Midfield with recognised needs and difficulties linked to the above areas should be encouraged to participate in sensory circuits. This is an early morning intervention which takes place before the start of the school day and can be useful in supporting children to regulate before transitioning to their classes to access early morning work. Occasionally, the sensory circuit may be needed at different times in the day to support a child's sensory diet.

In the top left corner, there are two horizontal zigzag lines drawn in white on a black background.

Time2Be

A circular inset image shows a man with a beard and a dark blue sweater sitting at a table, talking to a young girl with her back to the camera. The man is gesturing with his hands as he speaks. The background is slightly blurred, showing what appears to be a classroom or activity room.

Dedicated weekly 1:1 sessions using talking, creative work, sand and art play to support pupils who are struggling with their emotional mental health and wellbeing.

This is often for a time-limited period (usually no longer than 10 weeks) and is by referral only from school staff. Not all staff are trained counsellors but are mental health first aid trained and are able to build positive relationships with children and support them in understanding their emotions.

Typically, children attending Time2Be may be experiencing early signs of mental-health difficulties; have attachment difficulties, historic early childhood traumas including parental separation and or somewhat chaotic home-lives – this is an opportunity for them to be heard and listened to.



Time4You

Half termly open mornings for parents/carers to have a catch-up over coffee along with selected school staff from the PIT Stop Team.

This opportunity usually takes place in the school day at approximately 2.30 – 3.15pm and enables parents to connect as part of the school community.

Staff can use this as an opportunity to signpost parents to particular things going on in the school; be a listening ear to parents and encourage communication between each other. Uniting parents in sharing experiences of the ups and downs of parenthood in the 21st century.

Occasional guest speakers can be invited (eg. School ESafety Lead to discuss updates in relation to Cyber issues; Bromley Children's Project representative to share about upcoming workshops and courses they have available for parents etc).



Drawing and Talking



Drawing and Talking

An attachment based therapeutic intervention.

Drawing and talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from other CBT therapies and interventions.

The trained staff member will meet with the identified child for 20-30 minutes each week; preferably on the same day, time and location each week. This is a 12 week intervention during which the staff member will learn to ask a number of non-intrusive questions about their drawings, and over time a symbolic resolution is found to conflicts and the trauma begins to heal. This intervention helps build healthy attachments and helps process trauma.



Speech & Language Support Services



The Speech and Language Support Services at Midfield Primary are based on the Bromley SLCN services recommended by the Inclusion Support Advisory Team.

Reception Talk Boost Speech and Language Screeners are undertaken in the Autumn Term of a child's first year in Reception. This identifies if a child may need targeted or specialist speech and language support and intervention. Screeners are also available for children in Year 1 and 2.

In Reception, we are fortunate to have a NELI assistant who delivers the published Nuffield Early Language Intervention.

PITStop Staff are also trained to deliver Targeted Speech and Language interventions in EYFS/KS1 and KS2. The first method of intervention is TalkBoost. The TalkBoost approach helps children to develop not only their understanding and use of language, but also other important skills like attention and listening and turn-taking. Staff are also trained in Word Aware, a wave 2 intervention for delivering speech and vocabulary interventions for children in small groups ages 6-11.

Identified staff within the PITStop Team have full of use the Bromley SLCN toolkit to implement appropriate strategies, support and advice including information about when to refer to NHS Speech and Language Therapy services leading to a full assessment identifying if a FIP or EHC plan may be required.

Training on TalkBoost, Word Aware and many other interventions are available free of charge from Bromley SEND Teams offered to schools as part of the local offer.

Any child with an EHC plan who has SALT listed in Section F are provided with the support needed via Bromley Speech and Language Therapy Team



Occupational Therapy



- 'Jump Ahead', a joint initiative between Education Inclusion Support Advisory Teams, Occupational and Physiotherapy Services is the chosen school-led intervention to support children with Occupational Therapy needs. It is a graded intervention programme devised for children with motor co-ordination difficulties.
- Research indicates that approximately 6% of children experience significant difficulties with motor co-ordination, which impacts on learning and may affect self-esteem and confidence.
- A 'Jump Ahead' handbook was devised to support schools in meeting the needs of these children, focusing on sensory motor integration and perceptual motor skills.
- The introduction provides theoretical background and guidance, with the programme itself comprising three termly stages, which are colour coded. Each stage incorporates five focus areas with five tasks for each area, providing a range of activities for developing skills. Each activity outlines the task, its purpose, equipment required and suggested observation points.
- Progress is monitored throughout the programme and includes a pre and post assessment.

Living On Bereavement Service



- Living On is a charity bereavement service operating in the London Borough of Bromley which is funded by the National Lottery.
- Living On provide a bereavement support service for children and their families. Professionals can refer children to this service and families also are given opportunities to take part in grief groups, buddying services and other networks which Living On volunteers and partners deliver locally.
- Living On workers help children in learning to cope, manage their feelings, express and communicate how they feel and to help them carry their grief as they develop into adults and beyond.



Pastoral Club - Lunchtimes



- This invitation only lunchtime club is operated by members of the pastoral team. It is by invitation only and no more than 8 children can attend at any one time. No formal therapies or interventions take place during the club but instead, the focus is on nurture.
- Children attending the club can choose to eat lunch in the dedicated space rather than the canteen and they learn social skills together as modelled by the adult.
- Following lunch, children can choose to participate in a range of different activities including board games, drawing/craft activities, construction such as lego or k'nex or explore other sensory items in the room including fidget toys etc.
- This club is ideal for children who struggle during 'unstructured free play' and enables some boundaries to be implemented. This is a safe place. Children are not forced to attend, they are invited and attend for as little or as long as they feel comfortable to do so. More often than not, these children also have additional needs and may sometimes find the playground areas overwhelming resulting in undesirable actions. This nurturing club provides a safe space for these children and also an opportunity for them to socialise in a different, yet safe and supervised, setting.

Emotional Coaching & Mental Health First Aid




- Unlike many of the other interventions, emotional coaching and mental health first aid is utilized on a needs-basis. This isn't a strategic forward planning resource but instead an opportunity to de-escalate and use moments of crises as learning opportunities. This is a 'fire fighting' part of the school's offer.
- **What is Emotion Coaching?**
- Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

Emotion Coached children:

- Achieve more academically in school
- Improve relationships with their peers
- Have fewer behavioural problems
- Are more emotionally stable
- Are more resilient

Distraction and De-escalation are used in the first instance. Followed by emotional coaching when the child indicates they're ready to engage in reflective conversation.



Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.



ELSA



What is ELSA?

ELSA (Emotional Literacy Support Assistant) is an initiative developed and supported by Educational Psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike.

What areas does an ELSA help with?

- Loss and bereavement
- Anxiety and worries
- Managing strong feelings
- Emotional regulation
- Social and therapeutic stories
- Emotional Literacy
- Self-esteem
- Social Skills
- Friendship issues
- Relationships
- Bullying

What does it look like?

Children have dedicated 1:1 sessions with the trained ELSA on a weekly basis in a safe environment. Rules and boundaries are established at the beginning of the sessions and thereafter, the licensed ELSA uses their training to support the individuals needs as are deemed necessary.

At Midfield, children are scored using SDQs to measure impact and success of the ELSA programme over a 12-week period.



Forest School Therapy



- At Midfield, we are passionate about using the [Forest School](#) approach to support young people who need some additional support to connect with nature, socialise, improve communication and develop skills.
- [Therapeutic Forest](#) Leaders aim to meet the needs of children and young people with additional needs at Forest School. This may include supporting children with attachment difficulties and developmental trauma, those requiring inclusive communication strategies, those with sensory processing needs and children and young people with learning disabilities, autism and behavioural needs.
- The forest school therapeutic course is created by a multidisciplinary team including Speech and Language Therapists, Clinical Psychologists, Occupational therapists, Play Therapists and more.



PITStop Pathway

At Midfield we have a number of children who have an SEMH presentation either as a primary or secondary need. These children are all either awaiting statutory assessment or we've called an Early Annual Review of their EHC plan to make clear to the Local Authority that we are unable to meet need and are at risk of suspension/permanent exclusion.

These children all have CBSP's in place and whilst we recognise their difficulties and endeavour to continue to supporting them – behaviour shown in this picture will not be tolerated, nor will disruption to the learning of others.

We therefore have a number of children who are now on the PitStop Pathway – class teachers, PITStop Team members and SLT have systems and protocols in place to reduce episodes of crisis and to reduce risk of disruption to learning in mainstream classrooms. Teachers can radio PITStop staff and access the Behaviour Response Team who will follow the lead of the teacher and take appropriate action to address the situation.

This could be taking the child for a walk, offering learning support, removing the child from the classroom to complete their work in the PITStop space; taking action to de-escalate and ensure a calm and orderly environment so as not to disturb the learning of others.

