Our learning, safeguarding and wellbeing offer

Universal Support at Greswell Primary School

At Greswell, we understand that every child is unique and may need different types of support throughout their school journey. Our whole-school approach ensures that all children are cared for, feel included, and are supported to achieve their full potential.

As part of our everyday provision, children and families can access a wide range of help. This may include parenting advice, behaviour support, communication strategies, and support for children's social, emotional, and mental health (SEMH). Where helpful, we also offer wellbeing and therapeutic support.

We work proactively to keep all children safe and supported. This includes strong pastoral care, high-quality and inclusive teaching, a positive and respectful school culture, opportunities for pupils to share their views, and close partnership with external professionals when needed.

Our focus is always on working together with families to identify and meet children's needs early, so every child at Greswell can thrive both academically and emotionally.

Additional Targeted Support at Greswell Primary School

Sometimes, children or families may need a little more support than what is offered through our everyday provision. When this happens, Greswell Primary School can put in place specific programmes or focused help designed to meet those needs.

This might include things like small-group learning programmes, additional interventions to support areas such as reading, writing or maths, or group work that supports children who may be at risk of falling behind or finding school more challenging.

If we notice that a child or family may benefit from extra help, we will work closely with you to understand what support would be most effective. We may also involve additional services at an early stage to make sure the right support is in place. Any help provided is regularly reviewed, often through meetings such as Team Around the Family (TAF) or Child in Need (CIN), so that we can make sure it continues to meet the needs of your child and family.

Our aim is always to identify support early, work in partnership with families, and ensure that every child feels supported, secure and able to thrive at Greswell.

Universal - EYFS		
learning	**Safeguarding**	**Wellbeing**
Wellcomm REAL project DCA – Power 2 Key person groups Parent information meeting High quality first teaching Small group work to provide support challenge where needed. Modelled tasks	Secure building and playground Key person groups Record incidents on CPOMS. Escalate if needed to DSL. Locked gates. Visitors to wear passes. Walk classes around in locked premises if going to the KS2 building.	PSHE curriculum Home visits at the beginning of the year to build relationships with child and parents Parent engagement through the year Regulation station. Mindfulness. Time to talk. Key person. Snack available

Visuals RWI sound mats Manipulatives Clear expectations	Locks on doors to ensure that children are in the correct area at all times. DSL on school grounds Staff members to support in continuous provision to ensure children are safe and are not climbing or touching objects that are not suitable for use. Focus on building good, trusting relationships Focus on ensuring pupils feel safe Staff receive the relevant safeguarding training and follow procedures to record information. End of year transition notes Year group emails for parents to contact teachers.	
Targeted provision		
Social groups LET speech and language SLA to complete target work with children 1:1. RWI intervention maths intervention visual timetable NELI intervention Wellcom intervention. Chunked tasks. Discussions with parents on how they can support in school and progress in school. Sensory A bucket full of ideas SALT intervention, Communication boards First and then boards, busy box. Carpet space/sensory chair PCP meetings	Pastoral support Time to talk to gain pupils voice if needed. Breakfast of extra snack if needed.	Star charts Social group Regular check ins. Visuals to show feelings Time to talk to gain pupils voice if needed. Breakfast of extra snack if needed
Universal - KS1		
Learning	**Safeguarding**	**Wellbeing**
Resources Teacher TA Visual timetable Attendance meetings Scaffolded work	Secure school grounds Fobbed doors to inside school and code on outside doors. DSL on school grounds Pastoral support	AM check in PM check in PSHE curriculum Regulation Station Class assemblies PROUD person assemblies

Clear expectations	Focus on building good, trusting relationships Focus on ensuring pupils feel safe Staff receive the relevant safeguarding training and follow procedures to record information. CPOMs record keeping End of year transition notes Year group emails for parents to contact teachers.	Reward points Restorative conversations Pupils' work displayed Positive phone calls home Enrichment activities Themed days
Targeted provision		
Small groups - supported Interventions Referrals Manipulatives Differentiation Individual visual timetable Now and next board Movement breaks Interventions Core meetings with social workers Tools to support engagement Completion of paperwork Staff surgeries Individualised strategies PCP meetings	Contact with parents Pastoral Support Motional Social groups Core meetings with social workers PEP meetings Risk assessments	Regulation Station Check in with staff daily Social groups Forest School Pastoral support in the morning Regular contact with parents Movement breaks Games club at dinnertime
Universal – KS2		
Learning	**safeguarding**	**wellbeing**
Manipulatives Teacher/TA support Visual timetable pre/post teach and interventions to close gaps in learning Adapted tasks and resources Self marking of work to check their understanding Clear expectations Attendance meetings	Secure school grounds Fobbed doors to inside school and code on outside doors. DSL on school grounds Safe space to discuss worries Pastoral support Check ins with teacher or TA Focus on building good, trusting relationships Focus on ensuring pupils feel safe Staff receive the relevant safeguarding training and follow procedures to record information. End of year transition notes Permission forms for walking to school gates and home. Year group emails for parents to contact teachers.	PROUD certificates/assemblies Regulation stations with regulation tools Restorative conversations Support from pastoral at dinner time Check ins when needed PSHE curriculum Themed days Enrichment activities Whole class sensory circuits Rewards Pupils' work displayed Positive phone calls home

Targeted provision		
Small group work Interventions 1:1 reading Practical work Scaffolded work Individualised timetable Specific seating Additional strategies Alternative provision to chunk work Brain breaks/movement breaks 1:1 support Standing tables	Breakfast Snacks when needed Additional dinners Thrive at dinner time to discuss worries More regular contact with parents Extra check ins PEP meetings Risk assessments	Co-regulation and guidance on the best strategies for them. Clear explanations of what dysregulation is and how we can regulate using different strategies. Additional time given to support children's needs Time tabled check ins Additional strategies Mental health practitioner support Play therapist Art therapist Social groups Zones of regulation groups Breakfast/snack provided Quieter area for lunch Games club