



Home Support Service

# Home Support Policy

## **Trinity Fields is a Rights Respecting School, a Healthy School, Investors in Families School, an ECO School, a MOVE school and an Inclusion Quality Mark (IQM) Flagship School.**

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

### **School context**

Trinity Fields is a **Rights Respecting School**; we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work. We are a school where pupils are at the heart of everything we do. We successfully achieved UNICEF’s “Rights Respecting School Award” in **January 2017** and we have a well-established record of developing pupil engagement at all levels.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

We are a **Healthy School**; we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives by enabling them and staff to take control over aspects of the school environment that influence their health and wellbeing. We achieved the Welsh Network of Healthy School Schemes National Quality Award in **March 2018, with re-accreditation in December 2020**.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

We are an **Investors in Families School**. We are committed to developing active and effective relationships with parents/carers and families and recognise the value of close partnership working to improve outcomes for our pupils. We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child’s education.

During the re-accreditation process (2019), the school’s work was judged to be of a very high quality. Family and Community Engagement are fully embedded and it was evident that the school works hard on its journey towards excellence. The assessor was very pleased to award the school the **Diamond Standard**.

We have demonstrated through a national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and develop classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

In **summer 2022** we gained our **Platinum ECO Schools Award**; the Eco-Schools programme is designed to be pupil-led and looks at the impact of our actions on the environment.

Our sustained journey towards attaining the Platinum Award showcases pupils' ideas and helps to inspire others to make the right environmental choices.

More recently (2019), the school started its journey towards becoming a **MOVE school**; successfully accredited at Silver level in **December 2021**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

**Our overarching philosophy is summarised in the following statement:**

**“We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.**

### **Trinity Fields is an Investors in Families School**

We are committed to developing active and effective relationships with parents, carers and families, and recognise the value of close partnership working to improve outcomes for our pupils. We were the first special school in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the “Rights to Action” agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through encouraging positive participation in their child’s education.

Refer to **“Investors in Families”** action plan for further details.

### **Education in Wales: Our National Mission**

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **“Education in Wales: Our national mission (2017)**. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

**“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.**

## Home Support team



### **Michelle Fitton**

**Assistant Head Teacher Trinity Fields School and Resource Centre in charge of the Home Support Service**

Michelle joined Trinity Fields School as the Assistant Head Teacher in charge of the CASS team in January 2013. In addition to leading the CASS team, Michelle also line manages the Trinity Fields Home Support Service. Previously Michelle was the Head of the Caerphilly Specialist Resource Base for pupils with ASD aged 11-16 where she worked for 9 years. She was integral in developing the Resource Base into a highly specialist and successful placement for pupils with a diagnosis of ASD.

Michelle trained as a primary school teacher and specialised in working with children and young people on the Autistic Spectrum. She has worked in a range of educational settings with young people ages 3-19.



### **Donna Pugh** **Home Support Worker**

Donna has worked as the Home Support Worker for 12 years. Previously Donna worked as a Care Co-ordinator with Action for Children in Caerphilly Children’s Centre and in the playroom as the deputy play leader. Donna has worked with children with disabilities and their families for over 19 years.

Donna is the primary point of contact for the Home Support Service.

## **Michelle and Donna can be contacted at the following address:**

Trinity Fields School and Resource Centre  
Caerphilly Road  
Ystrad Mynach  
Hengoed  
CF82 7XW  
01443 866000

## **Summary of Privacy Notice: How we will use your information**

The Home Support Service will process referrals for support. We will collate the information relevant to your request, your identity and contact details for the purposes of providing you with a response and correspondence.

Involvement from the Home Support Service will involve collating/sharing information with other services areas within Caerphilly Country Borough Council. Your information will be kept for 35 years.

You have a number of rights in relation to your information including the right of access to information we hold about you and the right of complaint if you are unhappy with the way that we have handled your request or your information.

For further information on how we process your information and your rights find a copy of the full Privacy Notice on the Home Support page of the Trinity Fields and Resource Centre Website.

## Services provided by Home Support

The service is based at Trinity Fields School and Resource Centre. The team provides support to children and young people (CYP) who attend Trinity Fields and their families.

The service is tailored to facilitate a multi-disciplinary approach in addressing the individual needs of the CYP. Home Support Service work with other agencies & professionals including:

- Social Services
- Child and Adolescent Mental Health Team (CAMHs)
- Pediatricians
- Speech and Language Therapy (SALT)
- Occupational Therapists
- Physiotherapists
- Dietitians
- Nurses
- CASS
- Educational Psychologists
- Any other agencies where appropriate

## Types of support can include:

- Home visits on a regular basis (regularity dependent upon the level of need)
- Referrals to other agencies
- Observations of the CYP in various settings.
- Advice for parents.
- Support with appointments.
- Support to complete charity applications
- Target setting with regular reviews and updating of the targets
- Modelling behaviour/approaches and positive interactions
- Resources for the CYP and families
- Telephone support.
- Liaison with a range of professionals and school staff
- Attending annual reviews and multi-disciplinary meetings where appropriate.
- Termly support groups for parents and carers.
- Arrange multi-agency meetings.
- Writing letters of support

## Referrals

Parents/carers can request a referral by liaising with the class teacher or by contacting the Home Support Service directly.

All professions can make a referral either by completing the referral form or by writing specifying the support requested. Permission from parents/carers must be obtained before a referral is made. During the initial contact parents are asked to sign consent to allow the Home Support Service to work with the CYP and share information with appropriate agencies.

Parents/carers will be informed of progress and current targets during regular home visits; telephone calls and action plans/exit forms.

## Discharge Criteria

- The CYP has achieved the initial targets set.
- The planned piece of intervention or advice has been delivered. The CYP and family can be referred again to Home support in the future if necessary.
- The school or parents/carers feel support is no longer required and request to be discharged from the Home Support Service.
- The CYP, family or school refuses to engage with the service.
- The CYP is no longer a pupil at Trinity Fields School and Resource Centre.

When the young person is discharged from the service a copy Exit Form will be sent to: Parents/carers.

## Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes. Further updates will be made as guidance on the ALN and ET (Wales) Act and ASD developments are published.

<b>Signed</b>		<b>Headteacher</b>
<b>Signed</b>		<b>Chair of Governors</b>
<b>This policy will be reviewed in line with the school's policy review cycle.</b>		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nations Convention on the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

**Article 28:** Every child has the right to an education.

**Article 29:** Education must develop every child's personality, talents and abilities to the full.

**Article 42:** Every child has the right to know their rights.