

Provision Map

Social, Emotional and Mental Health Needs

(Wave 1) Universal provision. High Quality Teaching for All	(Wave 2) Early Interventions. Often group teaching	(Wave 3) Personalised provision. Additional and Different for some pupils often 1:1 SEN Support
<ul style="list-style-type: none"> · Consistent application of the whole school policy for behaviour management, promoting good learning behaviours. A common shared language and whole school culture is used to describe behaviour. · Consistent use of whole school Golden Rules and reward systems with graduated response. · Adult modelling of social skills and expectations with targeted feedback or written feedback where appropriate. · Provision of a range of opportunities for social and emotional development, to encourage social contribution and responsibility, and to build self-esteem and self-worth e.g. buddy systems, friendship strategies, circle time, milkshake Fridays and School Council. · Provision of a nurturing environment with opportunities for children to take risks, make mistakes and take responsibility for their own learning and well-being. · Teaching and learning strategies and delivery style are used to ensure appropriate adjustments to maximise engagement and there is a focus on 'ready to learn' in class. · Flexible learning through Outdoor provision and Atelier – promoting social contact with a range of learners. · Safe space in all classrooms and around school. · Whole class mindfulness sessions and yoga. · Whole class movement breaks. · Weekly access to our therapy dog Gus. 	<ul style="list-style-type: none"> · Social seating and proximity to teacher and other children. · Additional adult support available at unstructured times e.g. lunch time clubs and friendship groups. · Social Skills group training e.g. Turn taking, social stories, role play and Lego therapy. · Small group work including circle time/ Jigsaw. · Deployment of TA support to allow targeted intervention in small groups and 1:1. · Reflection time/safe space/ calming strategies. · Group reward system and recognition of progress such as attendance certificates and milkshake Fridays. · Alternative forms of recording to avoid the need for extended written work such as use of ICT, scribe, peer buddy support and teacher team support. · Zones of Regulation intervention. · Personalised movement breaks. · Ear defenders, chair bands, fidgets, sensory toys, wobble cushions and seat wedge. · Talk for writing with trained staff. · Flexible timetable. · Childs location within the classroom such as positioned at the end of a row with quick access out of the classroom or in a corner with back to a wall. 	<ul style="list-style-type: none"> · Positive intervention strategies and flexible approaches to a range of different behaviours for the individual child. · Regular involvement of external agencies to support and offer advice e.g. EMS BESD, Educational psychologist, Early Help, SEND Early Help, Interventions such as play therapeutic approaches. · Individual behaviour programme and/or behaviour plans- STAR Approach to monitor triggers and primary focus of behaviour. · SEND Support– used to implement and monitor targets and / or Individual. · Close adult supervision and monitoring at break/Lunch time/wrap around care. · Individual arrangements for SATs. · Additional planning and arrangements for transition. · SEND transition meeting with previous class teacher, new class teacher, parents/carers and pupil where appropriate. · Personalised curriculum with adapted timetable. · Home-school diary and communication record. · Individual risk assessments and additional support for children to attend visits out of school and within daily school life. · Structured conversations with parents to establish any causal factors, e.g. history of need, family situation, and environmental factors. · ILPP's, My Support Plans drafted with parents and pupil involvement and implemented throughout home and school. · Child placed in lead teachers' group for school trips. · Assess to chewelry and sensory comforter from home. · Longer sessions for parents evening. · Personalised sensory circuits. · Specialist support from SENCo for pupils needing highly differentiated individualised ILPPs and HCP's or outside agency involvement.