

Provision Map

Social, Emotional and Mental Health Needs

(Wave 1) Universal provision. High Quality Teaching for All	(Wave 2) Targeted- Often group teaching	(Wave 3) Specialist provision. Additional and Different for some pupils often 1:1 SEN Support
<ul style="list-style-type: none"> · Consistent application of the whole school policies for behaviour, promoting good learning behaviours. A shared whole school culture is used to support behaviour choices. · Consistent use of whole school rules and reward systems with graduated response. · Adult modelling of social skills and expectations with targeted constructive feedback. · 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. · Nurturing environment with opportunities for children to take risks, make mistakes and take responsibility for their own learning. · Adaptive Teaching to ensure appropriate adjustments to maximise engagement and focus on 'readiness to learn'. · Safe space in all classrooms and around school with sensory resources and supportive literature. · Whole class mindfulness sessions, yoga sessions and movement breaks. · Jigsaw supported PSHE curriculum, use of comic strips and social stories to explore SEMH themes. · Access to our therapy dog Gus shared across school. · Use of Zones of regulation and classroom emotional check-ins. · Pastoral support available throughout the year: child and families. · In-house support from the Wellbeing in Mind Team including CBT and themed workshops for parents. · Ear defenders, chair bands, fidgets, sensory toys, wobble cushions and seat wedge. 	<ul style="list-style-type: none"> · Social seating and proximity to teacher and other children. · Flexibility with staffing to provide additional support when needed class/unstructured times e.g. lunch time clubs and friendship groups. · Social Skills group interventions e.g. Turn taking, social stories, role play and Lego therapy. · Deployment of TA support to allow targeted intervention in small groups and 1:1. · Reflection time/safe space/ calming strategies. · Alternative forms of recording work 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. · 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. · Access to drawing and talking intervention. 	<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. educational psychologist, Early Help, SEND Hubs, 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. · 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. · Flexible timetable. · Access to individual workstation. · Application for EHCAR or referral to outside agencies involvement. · Child placed in lead teachers' group for school trips.