

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)
<ul style="list-style-type: none"> · Consistent application of the whole school policy for behaviour management, promoting good learning behaviours. A common shared language 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. · Flexible timetable · Safe space in all classrooms and around school. · Whole class mindfulness sessions and yoga. 	<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. · Small group work including circle time/ Jigsaw. · Deployment of TA support to allow targeted intervention in small groups and 1:1. · Time out/safe pace/ 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. · Zones of Regulation intervention. 	<ul style="list-style-type: none"> · Positive intervention strategies and flexible approaches to a range of different behaviours for the individual child (one approach does not fit all). · 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. · TA 1-1 support – used to support and monitor targets and / or Individual Behaviour Programme. · 1:1 close monitoring at breaktime. · Individual arrangements for SATs. · Additional planning and arrangements for transition. · Personalised curriculum/timetable. · Clear emergency procedures and care plans shared with staff, parents and child. · Home-school diary and communication record. · Individual risk assessments and additional support for children to attend visits out of school. · Structured conversations with parents to establish any causal factors, e.g. history of need, family situation, and environmental factors. · Target Mats. · ILPP's, SEN passport and monitoring of SEND. · 1:1 chaperone on school trips. · Ear defenders and chewelry. · STAR charts to monitor triggers and primary focus of behaviour. · Longer sessions for parents evening offering in school timeslots.