

Social, Emotional and Mental Health



Ambitious
In Aspirations

Bold
In Actions

Respect
For All

"...with God all things are possible" Matthew (19:26)

Possible indicators may include

- Anxiety
- Low mood
- Low self-worth
- Unable to make and maintain friendships
- Challenging behaviours
- Impulsivity
- Physical aggression
- Verbal aggression
- Disproportionate reactions to situations
- Difficulties with change/transitions
- Lack of empathy

- CAMHS Referral
- Jigsaw Referral
- Adapted curriculum
- SEMH Teacher 1:1
- EHCP referral if needed
- Referral to external agencies as needed
- EHCP Annual Reviews

Individualised

- SEND plan written (ISP)
- Assess, Plan, Do, Review (APDR)

- MyPlan Adjusted school day SAP EHA
- Pastoral Lead Support PAT Dog Sessions

Targeted

- Meet and greet SEMH Teacher advice/referral
- Now/Next board

- Quality 1st teaching Robust PSHE and SEMH curriculum CPOMs and Safeguarding Team Additional time
- Parenting drop ins with SENDCo TAS Open door informal meetings Repeated learning
- Reactive Circle Times Worry boxes Team Teach De-escalation skills Calm learning environment Visual Timetable
- Concrete resources/multisensory approach Verbal praise Formative assessment used to adjust content
- Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. Adapted Learning Intentions

- Feedback recognises progress and effort, not just achievement Independent activities Duration of activities is apt
- Planned TA support, using intervention training to move on the learning of all groups Chunking of work
- Collaborative learning, Paired writing, talk partners, random pairing activities, small group

- YPs name and eye contact used Clear/simple instructions, repeated, simplified, talking postcards, pictures, objects of Reference
- Processing time given & key words emphasised Language is at appropriate developmental level
- Pupil communication valued and responded to Adults say what they mean (avoid sarcasm, abstract vocabulary etc.)

- Structured, consistent routines Positive relationships evident Adults adhere to behaviour policy Hippo Time Restorative Approaches
- Agreed time out system/Fizz breaks Adults recognise how tiring some conditions can be when facing the whole school day

- Awareness of pupil profile information – Knowing the child/one page profiles Access to pastoral team Communication with parents/carers e.g. dojo, on the gate

- Coloured pens, post-its, mind map frames, concrete objects and visual images for those with short term and working memory difficulties Working walls provide reminders of unit of work

- Range of after school teacher-led clubs Transitions with previous year groups and other settings Higher levels of staffing Hampers Food Vouchers

- Foodbank Referrals Clothing, Uniform and Hygiene Bank in Reception Sensory bag, Fiddle toys and jewellery available in classrooms

- Jigsaw
- CAMHS
- School Nurse
- Inclusion Team
- YOS
- Young Carers
- Mosaic

Universal