



Broadwindsor CE VC Primary School

Provision Map

Be Safe

Be respectful

Be responsible

Name – _____

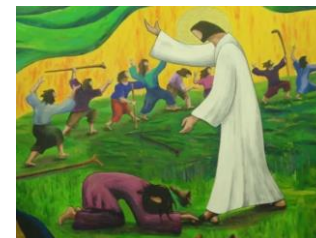
Year group - _____

Autumn

Spring

Summer

Taking the extra step in learning, kindness and ambition for ourselves, others and our World.



Luke 17: 18-19 The Tenth Man

Social, Emotional and Mental Health

Assessment:

Universal

- PSHE pre- and post- unit assessments

Targeted

- Strengths and Difficulties Questionnaire
- Sensory audit
- Observations and SMART target setting
- ELSA

Specialist

- Specialist Teacher/E.P referral
- Early Help referral
- CHAMS referral/Advice
- Neuro-development behaviour Pathway
- Coventry Grid (ASC vs Attachment)

Useful Links:

<https://www.sdqinfo.org/a0.html>

<https://dorsetmind.uk/>

<https://www.proutbridgeproject.com/>

<https://mosaicfamilysupport.org/>

Therapeutic Think resources (One Drive)

Need A child may ...	Universal Quality First Teaching	Targeted Wave 2	Specialised Wave 3	Outcomes
• become withdrawn* or isolated • display disruptive and uncooperative behaviour • have temper tantrums • have anxiety • struggle to engage in a learning environment • experience difficulty remaining on task, using initiative and following instructions and routines • present as significantly unhappy or distressed, withdrawn* or tearful • have poor attendance • be vulnerable to or engage in bullying • display a change in their behaviours • place themselves or others at risk • present with frequent low-level disruptions • be uncooperative or defiant • demonstrate challenging behaviour • have difficulty maintaining healthy relationships with their peers • fail to make anticipate progress across many areas of the curriculum	• Whole school/class rules • Whole school policy for behaviour • Wellbeing Policy • Staff comfortable to talk to children about SEMH • Class Dojos • Relationships with parents • SCARF resources • I Can Problem Solve • Positive whole school ethos based on Christian values • School / class assemblies • Class reward systems • Adult modelling • Fidget toy / item - teddy • Effective use of play space and equipment outside • Whole school / class strategies for moving around school • Whole school / class strategies for beginning / end of day • Beginning of day 'check-in' • Stormbreak • Sports Leaders • Play time and Lunchtime varied activities and playground areas • Broad and balanced curriculum	• Additional Movement breaks • Additional emotion recognition support • 2 for10 classroom based targeted positive interactions • ELSA sessions - short, informal • Parent sessions • Personalised workspace • Personalised visual timetable • Playtime buddies	• Referral to other professionals - Counsellors (Prout Bridge, Relate, Mosaic) - EP - specialist teacher -TADSS -CHAMS -Neuro-development behaviour Pathway • Incredible Years(moving to PPP) • Shine • Therapeutic Tree • Triggers and behaviours checklist • Risk assessment • Behaviour Plan • Serious Incident Report • 1:1/2:1 TA support • Social Stories • Comic strip conversations • Social skills sessions • Zones of regulation (5 point scale) • Music Therapy	These must be realistic and be specific to the pupils starting levels and expectations for the group. An example might be: • Listens calmly to the teacher and /or others in class and responds by putting his/her hand up, or • Demonstrates less anxiety and feels safe in following instructions on first time of asking.

SEMH does not have to be a life-long condition. With the right support children can move forward in their development and live successful and happy lives.

It is important to normalise feelings (even the uncomfortable ones). This will allow the child/ young person to understand that emotions are healthy and are temporary. By doing this we can create a bond of trust so they can talk about their feelings and feel safe to do so.

Modelling how you feel or how you think they feel can also help the child/ young person to recognise emotions e.g. 'I feel frustrated because we missed the bus'; 'You look happy because you are smiling'

Examples of emotions: happy, sad, frustrated, surprised, overwhelmed, scared, anxious, angry, irritated, enthusiastic, excited, joyful, nervous, fearful, relaxed or calm.

Ways of coping: Self-regulation and Co-regulation

Self-regulation: the ability for child/ young person to manage their uncomfortable feelings and their responses to overwhelming situations

Co-regulation: a trusted adult responding to a child/young person when they experience overwhelming emotions

By modelling co-regulation we can give the child/young person the skills to begin to self-regulate. They will, in time, be able to copy the modelled behaviours when the adult is not there. This will help to increase their resilience and provide skills that can be used throughout their lives.