



## Provision Map for - Social, Emotional and Mental Health Needs



Quality First Teaching	Booster Catch Up	Personalised Provision
<ul style="list-style-type: none"><li>• High expectations for all</li><li>• Pace-varied tasks</li><li>• Careful choice of Talk Partners</li><li>• Positive whole school behaviour policy</li><li>• Restorative practice</li><li>• Modelling of good behaviour by staff</li><li>• Appropriate use of adult body language and voice</li><li>• Positive attention</li><li>• Visual timetable</li><li>• Regular circle time (PSHE)</li><li>• Water available throughout day</li><li>• Staff approachable for formal and informal meetings with parents</li><li>• Display learning behaviours with rewards and consequences</li><li>• Give children valuable roles to help adults e.g. register monitor, sports' crew, young leaders</li><li>• Create a safe learning environment</li><li>• Clear classroom layout</li><li>• Staff trained in de-escalation strategies</li><li>• Record behaviour using school written method to be discussed by senior leadership team</li><li>• Partnership books</li><li>• Family groups</li><li>• Prevent training</li></ul>	<ul style="list-style-type: none"><li>• Manage transitions - between classes and to high schools</li><li>• ELSA support groups</li><li>• Lego Therapy groups</li><li>• Emotional story sessions</li><li>• Time to Talk</li><li>• Art therapy</li></ul>	<ul style="list-style-type: none"><li>• Incorporate ILP targets into planning</li><li>• Regular meetings with parents to discuss progress and set targets - extended parent consultation slots</li><li>• Parent support advisor support</li><li>• Enhanced Mainstream School support services</li><li>• CAMHS</li><li>• Educational Psychologist assessment and advice</li><li>• Space for children to work in a different way</li><li>• Sensory resources/equipment, for example, chew buddies, fidget cubes, wobble cushions</li><li>• Child protection designated person</li><li>• ELSA support</li><li>• Five point scale</li><li>• Vulnerable Learners list</li><li>• Support from Healthy Child Team</li><li>• Just B therapy</li><li>• Individualised visual timetable</li><li>• Paired sensory room time</li><li>• A designated area to calm down</li><li>• Designated time to discuss break times</li><li>• Use of CAN-Do tool to support identification of need and help prioritise targeting of intervention support</li></ul>