



## Provision Map – Social, Emotional and Mental Health Needs

<b>Universal provision (Wave 1) High Quality Teaching for All</b>	<b>Early Interventions (Wave 2) Often group teaching</b>	<b>Personalised provision (Wave 3) Additional and Different for some pupils (often 1:1)</b>
<ul style="list-style-type: none"> <li>• Consistent application of the whole school policy for behaviour management, promoting good learning behaviours. A common language is used to describe behaviour.</li> <li>• Consistent use of whole school Golden Rules and reward systems with graduated response.</li> <li>• Adult modelling of social skills and expectations with targeted feedback or written feedback where appropriate</li> <li>• 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, together time and School Council</li> <li>• Provision of a nurturing environment with opportunities for children to take risks, make mistakes and take responsibility for their own learning and well-being.</li> <li>• 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.</li> <li>• Flexible learning through Outdoor provision and Atelier – promoting social contact with a range of learners.</li> <li>• Flexible timetable</li> </ul>	<ul style="list-style-type: none"> <li>• Social seating and proximity to teacher and other children</li> <li>• Additional adult support available at unstructured times e.g. lunch time clubs, friendship group, Huff and Puff</li> <li>• Social Skills group training e.g. Turn taking, social stories, role play</li> <li>• Small group work including circle time/ Circle of Friends</li> <li>• Deployment of TA support to allow targeted intervention</li> <li>• Time out/quiet areas/ calming strategies</li> <li>• Group reward system and recognition of progress</li> <li>• Alternative forms of recording to avoid the need for extended written work</li> <li>• Zones of Regulation intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Positive intervention strategies and flexible approaches to a range of different behaviours</li> <li>• Regular involvement of external agencies to support and offer advice e.g. EMS BESD, Educational psychologist, CAMHS</li> <li>• Interventions such as play therapeutic approaches</li> <li>• Individual behaviour programme and/or behaviour plans</li> <li>• TA 1-1 support – used to support and monitor targets and / or Individual Behaviour Programme</li> <li>• 1-1 close surveillance at breaktime</li> <li>• Individual arrangements for SATs</li> <li>• Additional planning and arrangements for transition</li> <li>• Personalised curriculum/timetable</li> <li>• Clear emergency procedures and care plans shared with staff, parents and child</li> <li>• Home-school diary and communication record</li> <li>• Individual risk assessments and additional support for children to attend visits out of school</li> <li>• Structured conversations with parents to establish any causal factors, e.g. history of need, family situation, and environmental factors.</li> <li>• Target Mats</li> </ul>