



Social, emotional and mental health provision at Chacewater School

Universal Provision (All staff, for all children, all the time)

Support	How we do this
Ensure secure emotional foundations for learning and life	<p>Every child is made to feel welcome, greeted by adults, showing that they are valued.</p> <p>Adults show empathy, validate emotions and feelings, help to develop emotional vocabulary by helping pupils to label them (I wonder if you are feeling...?)</p> <p>RHSE includes opportunities to talk explicitly about feelings and emotions, including relationship to bodily sensations.</p> <p>Recognition that fear and anxiety act as barriers to learning and support the child to feel more secure.</p> <p>Adults actively seek to build trusting relationships with children.</p> <p>Class routines are clear and consistent.</p> <p>New learning is placed in context of the bigger picture - what we know already, the next step, what it looks like when we get there, how it feels to be learning.</p> <p>Learning is sequenced into small achievable steps.</p> <p>Children struggling to understand the learning receive timely support to help them keep up within the lesson</p> <p>Appropriate reference resources are available in the classroom for the children, including additional visual support</p> <p>Teachers talk explicitly about how we learn, including that learning is a physical process that involves effort</p> <p>Teachers talk about and model learning behaviours: Be Brilliant; resourcefulness, resilience, reciprocity, reflectiveness.</p> <p>Teachers talk positively about learning differences and encourage pupils to think about how they learn best.</p> <p>Staff use praise and positive reinforcement to tell a child what they are doing well, and ensure every child has opportunities to be successful.</p> <p>Pre-teaching of new learning is used to build confidence and knowledge enabling better access to learning for some children.</p> <p>Collaborative learning opportunities including partner work, small group tasks and shoulder partners.</p> <p>All children have access to varied and rich curriculum experiences that are memorable and promote a sense of belonging e.g. special visitors, special activity days and events, performances, music lessons after school clubs and sports clubs</p> <p>Children have opportunities to represent and support others: School Parliament; House Captains; Acorn Leaders; Lunchtime leaders and all year 6 children have a school responsibility/job.</p> <p>Children have opportunities to be physically active regularly every day: run a mile; wake and shake; sensory breaks.</p>
Support development of social communication, including understanding about friendships, conflicts and bullying	<p>Explicit teaching about bullying and peer conflicts as a part of our PSHE/RHSE curriculum</p> <p>Explicit teaching about how to stay safe online – use of Natterhub resources. Acceptable use agreements in place for and with children</p> <p>Playground leaders to support other children in the playground</p> <p>Year 6 children support younger children with play at lunchtimes</p> <p>Structured partner and group work in class to support good communication with peers</p> <p>Unresolved playground issues are managed through communication with other staff and discussion with an adult: Reflective Fox</p>

	<p>Consistent boundaries with visually supportive reminders about learning behaviours across all areas of school life</p> <p>Lunchtime staff have information about potentially vulnerable pupils and how to support them</p> <p>quiet space available in the library areas</p>
Support for transitions and managing change	<p>Visual timetables referred to by the teacher regularly and are part of routine classroom practice</p> <p>Use of a now/next board for children who need it</p> <p>Prior warning is given about changes to staff, planned activities, timetable, routines et cetera with visual reminders</p> <p>Planned at transition activities when moving to a new class or teacher</p> <p>Planned transition programme when moving to another school</p> <p>Welcome and support for new children moving into the school</p>
Support for self regulation of behaviour and anxiety	<p>Building secure relationships with adults in school is deemed as being crucial and we work very hard on this, combined with clear boundaries and consistent approach</p> <p>Recognise some learners need extra help and may have additional or different arrangements relating to behaviour and treat this as any other learning difference</p> <p>Regular check ins with adult's</p> <p>Modified task length</p> <p>Use of varied teaching and learning styles</p> <p>Clear routines and expectations linked to behaviour relationship policy</p> <p>Use of distraction</p> <p>Use of visual support, e.g. help the child understand a parent will be returning, steps in a task</p> <p>Use of 5 point scale when needed to help children identify emotions and regulate</p> <p>Safe spaces for children to withdraw to</p> <p>Use by child of visual symbols to express confusion, need for support, need to withdraw</p> <p>Support children to express anxiety or frustration in appropriate ways and help them find their own strategies to manage it, e.g. Breathing exercises, physical activity, movement breaks</p> <p>Provide low distraction learning spaces for children who need them</p> <p>Use careful positioning in the classroom for optimal learning</p> <p>TIS approaches used as outlined in the school's Positive Relationship and Behaviour Policy i.e. the PACE model – Playful, Accepting, Curious and Empathetic</p>
Support for trauma and significant life events	<p>Essential background information is shared by those who need to know</p> <p>Consistent and normal routines are followed</p> <p>Teachers give special attention to their relationship with the people, give empathy, validate their feelings, ensure they have access to a trusted adult, use a nurturing approach linked to additional advice where appropriate</p> <p>Plan for adults in class to give additional brief episodes of one-to-one attention if appropriate</p> <p>In class children are position carefully, particularly considering where they will feel safe</p>

	<p>Access to special connection objects where needed</p> <p>There is access to books and stories linked to specialist themes when appropriate</p> <p>Changes in behaviour are monitored and reported as necessary, emotional check ins with pupils when appropriate</p> <p>Safeguarding procedures are applied when appropriate</p> <p>PEP reviews (for LAC children)</p> <p>PLACC reviews (Previously looked After Children)</p> <p>Access and work with a trained TIS practitioner who works as pupil mentor</p>
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Targeted Support: some children requiring specific additional or different support, small group interventions or brief one-to-one	
Support	How we do this
Ensure secure emotional foundations for learning and life	<p>provide an identified adult the child to talk to</p> <p>group or one-to-one therapy interventions e.g. emotions and feelings, self-esteem, worries,</p> <p>time limited and focused keep up/catch up interventions</p>
Support development of social communication, including understanding about friendships, conflicts and bullying	<p>Group or one-to-one interventions, e.g. Socially Speaking, Teddy Bear Club, Time to Talk, Lego Therapy</p> <p>Playground observation and review</p> <p>Guided playground games</p> <p>Social Stories</p>
Support for transitions and managing change	<p>Managed transition group for pupils moving school</p> <p>Internal additional transition planning for pupils</p> <p>Personalised visual timetable</p> <p>Photo transition books</p> <p>Postcards - keeping in touch</p>
Support for self regulation of behaviour and anxiety	<p>All behaviour support plan: Incredible Five Point Scale</p> <p>Safe place to with good withdraw to, which may be out of class</p> <p>Either or choices</p> <p>Movement breaks, sensory breaks</p> <p>Agree with child socially appropriate ways of managing anxiety or attempting to regulate behaviour, and reward attempts to do so</p>

Higher needs support: children with ongoing and significant additional and different needs that may be complex and record quiet a degree of one-to-one support and intervention over a longer period of time

One-to-one therapy therapeutic interventions e.g. Draw and Talk, Play Therapy, Music Therapy

Key person builds a relationship with the pupil

Highly individualised support plan that identifies specific strategies and support, often in conjunction with external advice

Safety intervention training

Personalise workstation in the classroom

Alternative lunchtime routines

Social stories

Preschool entry plan meetings

Individually planned and additional visits for school transfers

Referral to CAMHYS

Educational Welfare Officer

Parenting Course

Educational Psychologist