

<b>Area of Need</b> <i>Social, Emotional and Mental Health</i>	<b>Quality First Provision (QFT – universal for all pupils)</b>	<b>Enhanced Quality First Provision (in addition to QFT)</b>	<b>Targeted Interventions and SEND support (in addition to QFT)</b>	<b>External Agency Support</b>
<p>SEND Code of Practice 2015 6.32 Pupils may appear:</p> <ul style="list-style-type: none"> <li>• withdrawn</li> <li>• isolated</li> <li>• challenging</li> <li>• disruptive</li> </ul> <p>They may have underlying mental health issues such as:</p> <ul style="list-style-type: none"> <li>• anxiety</li> <li>• depression</li> <li>• self-harming</li> <li>• eating disorders</li> <li>• unexplained physical symptoms</li> <li>• continence difficulties</li> <li>• attention and concentration difficulties</li> </ul> <p>They may have additional needs associated with:</p> <ul style="list-style-type: none"> <li>• ADHD</li> <li>• Attachment Disorder</li> <li>• ASC</li> </ul>	<ul style="list-style-type: none"> <li>• adhering to a positive behaviour policy</li> <li>• use of praise</li> <li>• circle time</li> <li>• variety of positive methods to motivate learners</li> <li>• advanced warning of consequences</li> <li>• positive and regular communication with parents</li> <li>• consistent use of positive language</li> <li>• expectations are consistent amongst staff and communicated to children</li> <li>• movement breaks</li> <li>• Star of the Week assembly to celebrate behaviour and progress</li> <li>• tactile and sensory equipment used to calm</li> <li>• quiet spaces for children who are overwhelmed – chance to self-regulate</li> <li>• praising children who are behaving appropriately</li> <li>• calming music when the children first come into school</li> <li>• brain breaks, Go Noodle – opportunities for</li> </ul>	<ul style="list-style-type: none"> <li>• time out from class when overwhelmed to self-regulate with 1-1 support</li> <li>• recognition of sensory needs, and adjustments made</li> <li>• home/school diaries</li> <li>• small group work to develop friendships</li> <li>• opportunities to talk with class teacher or another trusted adult</li> <li>• social stories and comic strip conversations</li> <li>• consistent use of the 'Help Script'</li> <li>• identify a trusted adult on the yard for the child to speak to</li> <li>• use of visuals on the yard as a reminder of the behaviour expected</li> </ul>	<ul style="list-style-type: none"> <li>• Socially Speaking programme</li> <li>• Time to Talk programme</li> <li>• SEND Support Plan</li> <li>• termly reviews</li> <li>• HeartMath</li> <li>• 1-1 sessions with LM</li> <li>• 1-1 sessions with SENCP</li> <li>• 1-1 sessions with the play therapist</li> <li>• 1-1 sessions with the Brighter Horizons counsellor</li> <li>• Lego Therapy</li> <li>• Forest School</li> </ul>	<ul style="list-style-type: none"> <li>• advice and support from the educational psychologist</li> <li>• advice and support from the Inclusion Consultant</li> <li>• advice and support from the Complex Needs Team</li> <li>• advice and support from the Social Communication team</li> <li>• advice from CAMHS</li> <li>• outcomes from EHATs</li> <li>• support from The Venus Centre</li> <li>• advice and support from the school nurse</li> <li>• advice from the paediatric team</li> <li>• advice and support from Occupational Therapy</li> <li>• advice and support from Speech and Language Therapy</li> <li>• advice and support from the ASC nurses</li> <li>• advice and support from the Family Wellbeing Centre</li> <li>• EHNCA/HNF referral applications</li> <li>• support from Parenting 2000</li> </ul>

	<p>movement during lessons</p> <ul style="list-style-type: none"><li>• breaking up lessons with more practical activities to accommodate different learning styles</li><li>• explicit referrals to the Code of Conduct</li><li>• quiet working area</li><li>• alternative seating to help with focus and attention</li><li>• sensitive groupings of children</li><li>• audit of learning environment to minimise distractions</li><li>• enhanced transitions between year groups</li><li>• use of visual timetables</li><li>• use of rewards and sanctions linked to school's behaviour policy</li><li>• structuring of break times</li><li>• use of playtime buddies</li><li>• Forest School in Nursery and Reception</li></ul>			
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