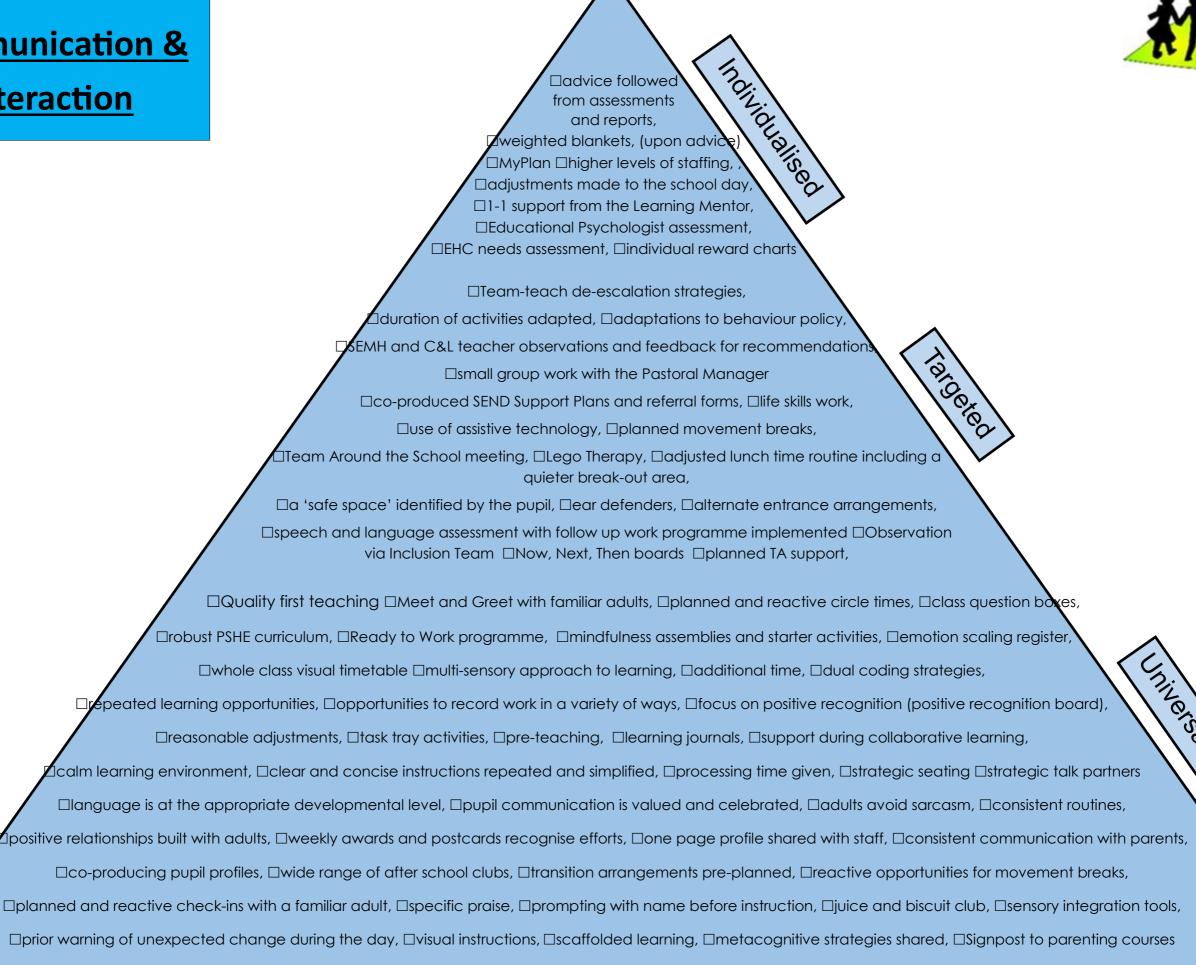
Social, Emotional & Mental Health



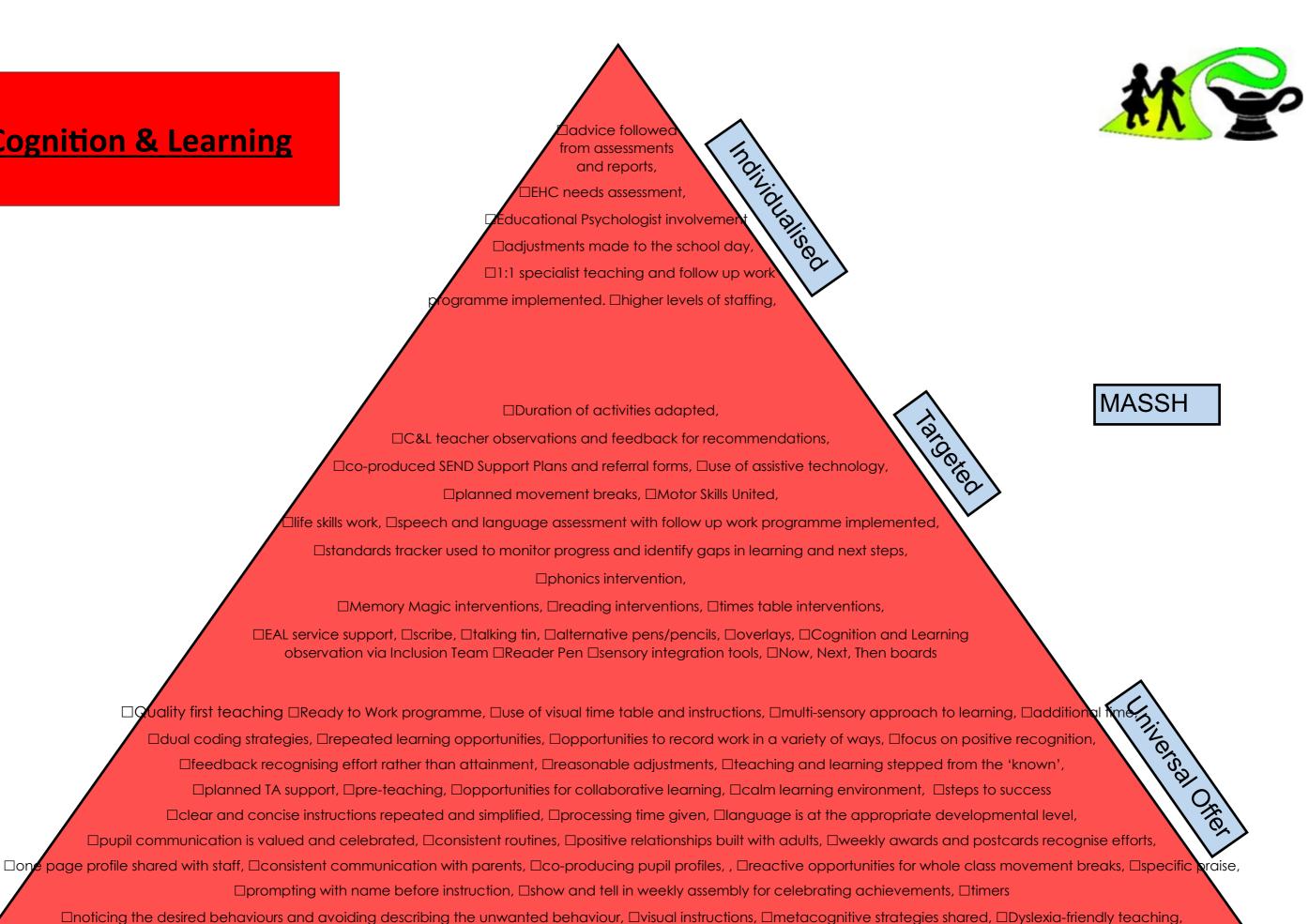
advice followed from assessments and reports, weighted blankets (upon advice 1-1 support from the Pastoral Manage □adjustments made to the school day, □MyPlan, □support gained from CAMHS, □support gained from Primary Jigsaw, □Educational Psychologist assessment, □EHC needs assessment □individual reward charts □higher levels of staffing, □Team-teach de-escalation strategies, □duration of activities adapted, SEMH teacher observations and feedback for recommendations, \square adaptations to behaviour policy, \square a 'safe space' identified by the pupil. mall group work with the Pastoral Manager \square planned and reactive check-ins with a familiar ad \emptyset □co-produced SEND Support Plans and referral forms □ □planned movement breaks, □Now, Next, Then boards □ear defenders, □Team Around the School meeting, □Lego Therapy, □planned TA support, □alternate entrance arrangements, □adjusted lunch time routine □Social and Emotional Mental Health observation via Inclusion Team □Meet and Greet with familiar adults, □planned and reactive circle times, □class question boxes, □robust PSHE curriculum, □Ready to Work programme, □mindfulness activities, □Time to talk with our Pastoral Manager □Quality first teaching □multi-sensory approach to learning, □additional time, □dual coding strategies, \Box repeated learning opportunities, \Box opportunities to record work in a variety of ways, \Box focus on positive recognition, (positive recognition board) □feedback recognising effort rather than attainment, □reasonable adjustments, □teaching and learning stepped from the 'known', □pre-teaching, □opportunities for collaborative learning, □calm learning environment, □Zones of Regulation □Morning check in □clear and concise instructions repeated and simplified, □ processing time given, □language is at the appropriate developmental level, \Box pupil communication is valued and celebrated, \Box adults avoid sarcasm, \Box consistent routines, \Box positive relationships built with adults, \square weekly awards and postcards recognise efforts, \square one page profile shared with staff, \square consistent communication with parents, \square co-producing pupil profiles, □wide range of after school clubs, □transition arrangements pre-planned, □reactive opportunities for movement breaks, □given roles and responsibilities, □strategic seating □strategic talk partners □specific praise, □prompting with name before instruction, □sensory integration tools, □use of social stories, □show and tell in weekly assembly for celebrating achievements, □noticing the desired behaviours and avoiding describing the unwanted behaviour, □active mile, □scaffolded learning, □ timers, \square metacognitive strategies shared, \square Signpost to parenting courses \square call with Pastoral Manager \square Family Intervention worker drop-in

Communication & Interaction





Cognition & Learning



□key vocabulary displayed, □listened to reading □distraction-free learning environment, □seating positions considered, □scaffolded learning, □active mile

□strategic talk partners □scaffolded learning, □active mile □signpost to parenting course □strategic seating

Sensory & Physical



□advice followed from assessments and reports,
□weighted blankets (upon advice),
□sound field system, □OT support.
□MyPlan, □EHC needs assessment,
□adjustments made to the school day,
□disabled toilet, □specialist chairs,

□Team-teach de-escalation strategies,
□duration of activities adapted, □adaptations to behaviour policy,
□SEMH and C&L teacher observations and feedback for recommendations,
□small group work or 1-1 support from the Learning Mentor,
□co-produced SEND Support Plans and referral forms, □use of assistive technology,
□higher levels of staffing, □planned movement breaks, □Team Around the School meeting,
□Lego Therapy, □Motor Skills United, □adjusted lunch time routine including a quieter break-out area.
□a 'safe space' identified by the pupil, □ear defenders, □alternate entrance arrangements,
□speech and language assessment with follow up work programme implemented, □scribe, □talking tin,
□alternative pens/pencils, □overlays, □OT follow up programme implemented, □chewellery, bracelets
□sloped writing desk, □wobble cushion, □alternate lunch time arrangements □advice sought from school
nurse, □adaptations to school uniform, □advice sought from Sensory Support Service, □subtitles on video □
ear defenders □planned TA support,

□mindfulness assemblies and starter activities, □use of visual time table and instructions,
□multi-sensory approach to learning, □additional time, □dual coding strategies, □strategic talk partners □strategic seating
pportunities to record work in a variety of ways 🗆 focus on positive recognition (positive recognition board) 🗆 reasonable adjustments
□pre-teaching, □opportunities for collaborative learning, □calm learning environment,
□processing time given, □language is at the appropriate developmental level, □pupil communication is valued and celebrated,
□consistent routines, □positive relationships built with adults, □weekly awards and postcards recognise efforts,
□Signpost to parenting courses□one page profile shared with staff, □consistent communication with parents,
□wide range of after school clubs, □transition arrangements pre-planned, □whole class movement breaks
roles and responsibilities. Inlanned and reactive check-ins with a familiar adult. I metacognitive strategies shared. I School Nurse Open (

□Quality first teaching □Meet and Greet with familiar adults, □Ready to Work programme,