

Whole School Provision Map – Social, emotional and mental health difficulties

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’ (COP 6.36)

‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching’ (COP 6.37)

Intent:

All children are welcomed and included within the setting and are able to feel a sense of belonging, safety and security. Our focus on the individual developmental needs of children ensures that every child achieves their full potential academically, socially and emotionally. Staff recognise difficulties children may have with social, emotional and mental health and are skilled in addressing and supporting their needs to ensure children with these difficulties are able to access the curriculum alongside their peers. Our whole school systems, bespoke classroom systems and personalised systems for individual children support our pupils to make the best behavioural and personal choices.

Curriculum

Curriculum designed in collaboration with children
BELIEVE values and aims, alongside GEMS, drive the curriculum
Experiences and opportunities planned to broaden horizons and raise aspirations
Lessons incorporate collaborative learning
Curriculum is enriched through projects including GREAT and DARE, PSHE lessons, music and sports sessions and trips, visits and visitors each year.
Curriculum content includes local and national issues
Use of Oxfam’s Curriculum for Global Citizenship

Quality First Teaching (support to access the curriculum)

Whole school behaviour policy –
Restorative approach
Bespoke class behaviour systems
Calm areas within classrooms
Pre Teach
Immediate intervention
Use of iPads/headphones – recording of a teacher, marking and feedback, instructions
Collaborative learning
Talk partners
Visual timetables
Scaffolding (guided groups)
Personalised adaptations to support access the curriculum – movement breaks, Busy Boxes, sensory resources
Pupil voice – Routes 2 Inclusion and annual pupil questionnaire

Interventions

Meet & Greets
Behaviour Lead 1:1 work / group work
DSL with a mentoring role
MHST
Same Page Partnerships – work with parents and child alongside DSL
Routes 2 Inclusion
Incredible 5 point scale
Personalised behaviour systems (rewards and consequences)
Social stories
Comic strip conversations
Regulation Area

Wider curriculum opportunities

After school clubs – sports, drama, choir, dance, games, cooking
School council
Playground buddies
Opportunities for all children to apply for roles such as buddies and school council
P.E. and swimming lessons
Residential offered to all children Yr2-Yr6
Into University for Yr 4-6
Minin Police Yr 5

CPD

Educational Psychologist – 1:1 assessment and support for specific children, R2i training, consultations with teachers
Behaviour Support Team – support for specific children and staff
Routes 2 Inclusion – Inclusion Team including SENCO, Behaviour Lead and SEND TA
Internal staff CPD – behaviour, mental health, quality first teaching and adaptations, specific interventions and resources

