

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)

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 plans to ensure children are able to access the curriculum – movement breaks, Busy Boxes
Bespoke class behaviour systems
Whole school behaviour policy
Pupil voice – Routes 2 Inclusion and annual pupil questionnaire

Interventions

Meet & Greets
Care Bears – adults supporting a named child
DSL with a mentoring role (Advanced Diploma in Integrative Counselling & Psychotherapy)
Same Page Partnerships – work with parents and child alongside DSL
Routes 2 Inclusion
Incredible 5 point scale
Personalised behaviour systems (rewards and consequences)
Lego therapy
Behaviour Support Team 1:1 mentoring

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 Yr3-6

CPD

Educational Psychologist – 1:1 assessment and support for specific children, Lego Therapy training
Behaviour Support Team – School behaviour review
Routes 2 Inclusion - SENCO
GREAT project
Internal staff CPD – behaviour, mental health and specific interventions and resources