Social, Emotional and Mental Health Needs

Universal Quality-First Teaching	Classroom Based Support	Small Group/1-1 Interventions	External Support
• Nurture school approach with nurture principles threaded through policy and planning • Nurturing classroom environment • Behaviour policy with a focus on restorative practice • All children Boxall profiled termly • Trauma informed staff • Staff trained in Emotion Coaching and Zones of Regulation • Trusted adults • Weekly PSHE lesson • My Happy Mind School • Visual timetables • Emotional check-in • Sharing (worry) box • Celebrations of success focused on process rather than ability • Calm zones in classroom and playgrounds • Movement breaks in between lessons e.g. GoNoodle videos/Just Dance etc.	• Following recommendations from external support • Regular check-ins from trusted adults/classroom-based staff • Extra TA support at lunchtimes • Fiddle toys • Time out cards • Time out spaces • Transitional objects to support home/school transition • Sensory breaks (10 sec / 20 sec / 1 min time out to break up sessions) • 'I need help card' • Traffic light cards on table to show how feeling • Sand timer – clear timed expectations	• Nurture groups • Developing Self-awareness and Self-esteem Talk About intervention • Developing Social Skills Talk About intervention • Developing Friendship Skills Talk About intervention • Personal behaviour plans • Home/school books to communicate with parents/carers • Access to sensory room • Individual and flexible timetables • Regulation activities including gardening	• Inclusion Hub • Educational Psychologist • Compass Phoenix • Sandcastles Play Therapy • CAMHS • NHS Healthy Child Team • Sidewalk Transition Support

Whole School Provision Map