

Whole School Provision for Social, Emotional and Mental Health Needs

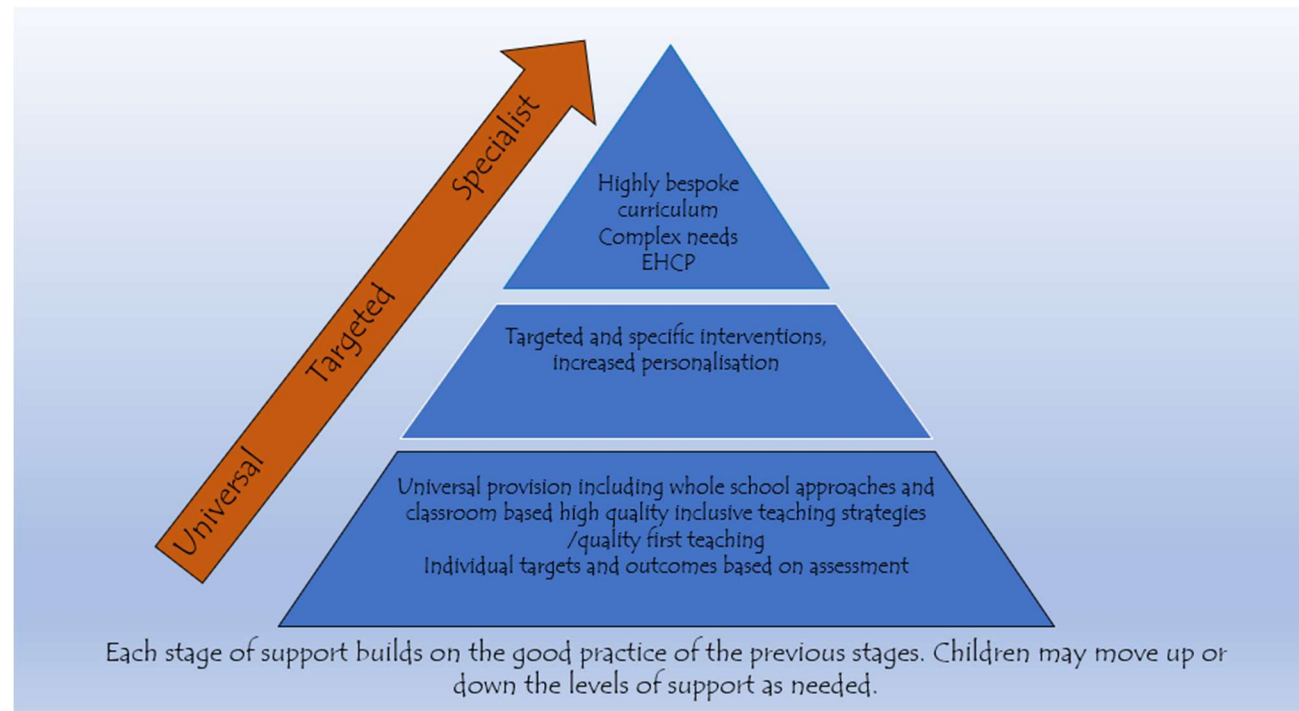
Our whole school provision map outlines the support, resources and interventions available at Hasland Infant School. This provision is detailed within the four broad areas of SEND, as identified by the SEND Code of Practice (2015).

These are:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Sensory/Physical (S/P)
- **Social, Emotional and Mental Health (SEMH).**

Children with SEND will have a primary need i.e. the most prominent area of need but may also have additional needs in another area(s).

At Hasland Infant School, our SEND provision is organised into three categories; universal, targeted and specialist, in line with the graduated response to SEND, see the diagram below.



SEMH (Social, Emotional and Mental Health) needs refer to difficulties that affect a child's ability to manage their emotions, build relationships and cope with everyday situations. Children with SEMH needs may become anxious, upset, withdrawn or have difficulty regulating their behaviour. These needs can affect learning, confidence and friendships. With the right support, understanding and positive relationships, children can develop strategies to help them feel safe, successful and included in school.

Below you will find the SEMH section of our whole school provision plan, this outlines the support available at our school.

	Universal Provision	Targeted Provision	Specialist Provision
Social, Emotional and Mental Health	- o Building relationships with children and families - o Holding them in mind – asking them about football / swimming - o Kindness hearts - o Brightest gems - o Home visits for EYFS - o Open mornings for families - o Praise in public, reprimand in private - o Worry monsters - o Reflective spaces - o SMILE expectations - o Circle time - o Regulation stations - o Behaviour policy (including child friendly version) - o PSHE curriculum - o Consistent routines e.g. lining up song, visual timetable - o Connection before correction - o Star of the week - o Kevin the Kindness bear - o Friendship bench - o Playground promise - o Talk partners - o Safe spaces - o Movement breaks - o Praise and positive reinforcement - o Social stories - o Visual timetable - o Clear and precise language - o Thinking / processing time - o Fiddle toys - o Responsive, playful adults - o Wow cloud	- o Lego therapy - o Meet and greet - o Bucket time - o Lunch time support - o Family support worker - o Magic room time - o 1:1 time as needed - o Therapeutic stories - o Extra support at key transition times (micro transition) - o Individualised transition plan for some children (macro transition) - o Warnings for activities ending (spot timers) - o PSED intervention groups - o Individual visual timetables - o Transition toys / objects - o End and send - o TA support – near / boomerang - o Adaptive routine - o Empathy drawing - o Now / next board - o Sensory breaks / movement breaks - o Social stories - o Explaining changes to routine - o Independent ways to regulate e.g. toys / blankets	- o Nurture - o ELSA - o Family support worker - o Staggered start / finish times - o Educational Psychologist - o Inclusion Support Advisory Service - o CAMHS (and CAMHS SCA team) - o Neurohubs - o Elm Foundation

	- o Show and tell - o Feelings check in on the register - o Mindfulness - o Choices - o Key workers - o Time to talk - o Knowing our children		
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Each stage of support builds on the good practice of the previous stage/s.