



Social, Emotional and Mental Health Needs

Universal Quality-First Teaching	Classroom Based Support	Small Group/1-1 Interventions	External Support
<ul style="list-style-type: none"> 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. Free breakfast club to support transition 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Sensory room Individual and flexible timetables Regulation activities including gardening 	<ul style="list-style-type: none"> Inclusion Hub Educational Psychologist Compass Phoenix Sandcastles Play Therapy CAMHS NHS Healthy Child Team Sidewalk Transition Support

Whole School Provision Map