

Building Wellbeing Plan

This document is provided for guidance only. Please ensure your plan is unique to your own context

Setting: Imaginary Nursery

Date Completed:

Area	Support for children					Organisational issues		
	Teach social and emotional skills, attitudes and values	Promote social interaction and sense of belonging	Promote pupil self-esteem, independence, self-regulated ¹ learning and identity	Provide support to regulate emotions	Promote positive/alternative behaviours and reduce negative behaviours	Involvement of parents/ carers/ families	Support for staff	Record keeping and monitoring
	1	2	3	4	5	A	B	C
Personalised (For children with a high level of SEN)	<ul style="list-style-type: none"> * Social Stories * Copy boxes * 1:1 teaching / support to engage with calming activities * Teach names of key adults and peers * Targeted adult commentary and identification of emotions and social interaction to support learning 	<ul style="list-style-type: none"> *Behaviour plan template includes section for recording child's interests and how to make a positive relationship *Additional adult supporter engages in playful interactions with child and supports playful interaction with peers. * Meet and greet support in place to ease transition 	<ul style="list-style-type: none"> * Step by step visuals to support independence in e.g. toileting, handwashing * Support e.g. visuals, symbol board to express choices *Additional adult support enables specific on the spot praise to be given throughout the session 	<ul style="list-style-type: none"> *Quiet space *Safe space for child to be physically active *Visuals to support e.g. when it's too noisy I can...when I feel angry I can... *Traffic light system – Green, Amber, Red with linked activities/strategies for each area that the child can be directed to engage in *Additional adult support person names feelings for the child and helps provide strategies/resources for expressing feelings safely 	<ul style="list-style-type: none"> *Behaviour plan template details positive behaviours to be encouraged *Use iceberg model to help identify the underlying causes for behaviour. * Use of ABC chart – to identify patterns or triggers of behaviour * adults understand that 'all behaviour is a form of communication' 	<ul style="list-style-type: none"> *Regular meetings with parents and other professionals to problem solve together and to build a picture of what is happening for the child over a range of different environments – what's working well approach *Consider Early Help Assessment with family 	<ul style="list-style-type: none"> *Sufficient break-time * Agreed plan to provide a debrief at the end of a session – focusing on staff well-being *Contingency plans in place for absence /unexpected events *Clear system in place to provide support / switch in a different staff member – "here to help" *Supervision as defined in the EYFS 	<ul style="list-style-type: none"> *Individual support plan in place with small achievable outcomes relevant to home and setting. Parents and other professionals involved in reviews. *Consider referral to other agencies e.g. EYSEN team *Is a referred to the Community Paediatrician re possible underlying developmental difficulties needed? *Written records kept and reviewed regularly
Targeted (For children with emerging/low level SEN)	<ul style="list-style-type: none"> * Adult-led activities with a small group to develop identified social skills * Sharing relaxation/ calming activities with a group / including them in routines *Inclusion funding in place for some extra adult support each week 	<ul style="list-style-type: none"> *Adult-led small group activities with clear roles for all children *Paired activities matching children with similar interests *'Buddy' system for older/ more experienced children to support new/ younger children * Adults provide simple fun activities that have high potential for encouraging simple turn taking play. 	<ul style="list-style-type: none"> *Co-regulation to encourage development of independence and self-regulated learning skills *Children given area of responsibility * Visual timetable * Increased use of positive reinforcement 	<ul style="list-style-type: none"> *Build in additional self-regulation activities e.g. listing to music, sensory toys/ chews/ glitter jar * Zones of regulation * Traffic light system when entering the classroom to identify emotions *Co-regulation of emotions to support children to identify emotions and find ways to manage them. * Build vocabulary of emotion words 	<ul style="list-style-type: none"> *Consider environmental stressors e.g. noisy/ messy/ busy times of day *Record and monitor when negative behaviours occur to explore function of behaviour and help to reframe/ understand *Setting targets/ goals – rewarding positive behaviour 	<ul style="list-style-type: none"> *Parents invited to information/ training sessions around topics related to SEN, supported by professional teams *Parents supported to explore options e.g. Education, Health and Care plan (EHCP) *Increased updates/ liaison with parents as needed, always focusing on the positives and considering the situation at home too. 	<ul style="list-style-type: none"> *Support available to plan small group work jointly *Suitable resources, space and time to deliver support to children in small groups *Protected time to reflect and review progress with a colleague / *Supervision as defined in the EYFS 	<ul style="list-style-type: none"> * Start to record 'plan, do, review' cycles to monitor interventions and progress * SENCO to oversee support

¹ See consultation re: new Early Learning Goals, due to be implemented Sept 2021- [EYFS reforms consultation](#)

<p>Universal (For all children)</p>	<ul style="list-style-type: none"> * Routines that reinforce social skills * Identified nursery values that are clearly described and reinforced * Sharing stories about feeling and managing emotions * Commentary alongside play, noting effective social/ coping skills * Activities planned to develop PSED for all each week 	<ul style="list-style-type: none"> *Time together as a group e.g. listening to stories, carpet time, singing *Displays with contributions from all children *Pictures of staff and children on display *Key Person groups *Children have a place for their own belongings *Opportunities for free play * Warm welcome and social greetings as part of routine * Staff take an interest in children's likes and achievements * Social activities are planned and monitored 	<ul style="list-style-type: none"> *Utilising 'I' statements, noticing positives e.g. I really like how you shared your toys today * Celebrate successes e.g. certificates *Support routines to build independence * Take turns with responsibilities in the setting * Culturally relevant displays and celebrations * Encourage choice making and children's ability to say what they like. *Utilise the 'Characteristics of Effective Learning' (EYFS) 	<ul style="list-style-type: none"> *Adults model emotional expression and action to change emotional states *Opportunities to express and label feelings built into the day *Opportunities for physical activity, free play and access to quiet space built into the day/environment * Zones of regulation – embedded and used/modelled across the whole setting *Adults model and 'name' calming activities *Use of story books to explore emotions 	<ul style="list-style-type: none"> *Build in quieter times in the day *Mindfulness activities *Opportunities to be active and free play *Expectations and rules are clear for everyone and regularly revisited * Positive behaviour is modelled and reinforced. * New behaviour is 'taught' e.g. how to share a new resource, how to manage a new routine 	<ul style="list-style-type: none"> *Regular opportunities for parents to communicate with staff team *Family room *Parents involved in decision making processes * Effective Key Person system in place *Policy shared on website/prospectus etc 	<ul style="list-style-type: none"> *Staff being aware of other team members within session and offering support when needed *Line manager support to maintain staff well-being and address any concerns supportively – link to 'Supervision' in EYFS *Opportunities to raise concerns with senior leaders/SENCO/DSL on a planned and 'as needed' basis 	<ul style="list-style-type: none"> *Regular review and monitoring of progress toward targets *Clarity within team as to how and where to raise any concerns re: progress *Clarity within team for who has responsibility for monitoring of practice
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