

# Inclusive support series: social, emotional and mental health (secondary)

Use this strengths based tool to identify reasonable adjustments in learning settings (not all the strategies will be need to implemented at one time).

## Copy to:

- Inclusion team
- Class team
- Parents

Name:

Class:

Date:

Completed by:

## Friendships

	Seat pupil where relationships with others can be fostered
	Choose sensitive grouping
	Regular activity with the same group of peers
	Direct teaching of conflict resolution skills
	Direct teaching and opportunities to practice social skills

## Self esteem

	Use specific strategies consistently e.g. specific praise
	Use wide range of school rewards consistently
	Reinforce appropriate behaviours through praise, celebration and reward systems
	Allocate a position of authority within the lesson/school
	Growth mindset encouraged in all activities
	Reflect together on what went well
	Ensure some successful experiences every day

## Whole school/class ethos

	Clear, consistent whole school positive culture and relational values
	A culture that recognises that behaviour is communication
	Seek pupil's views and show they are valued
	Design package of support with the pupil
	Behaviour policy followed fairly and appropriately to need with emphasis on positive recognition, relational approaches and restorative practice
	Whole school planned PHSE curriculum delivered in discrete lessons with individual follow-ups where needed
	School clubs reinforce social skills and relational values being cultivated

## Emotional regulation

	Teach, model, practice, prompt de-escalation strategies and prompt to use when calm
	Encouragement to think around issues and plan various/new ways to respond
	Adults to model appropriate social and emotional behaviours
	Teach coping strategies when the pupil is not in crisis
	Trusted adult and safe space the pupil can go in times of worry, stress or crisis
	Effective skills assessed, taught, reinforced and recognised
	Ensure all adults use positive, enabling language
	Emotional check-ins with pupils to prompt and model effective regulation strategies
	Think about positives/gratitude each day

## Breaktimes

	Access to structured activities during breaktime
	Time to talk over breaktime disputes
	Time to reflect on what they enjoy and what worries them at break times with a trusted adult

Please ensure that these strategies are implemented across the school day and suitable support for staff is provided e.g., weekly staff supervision



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## Sense of belonging

	Ensure pupil experiences a warm welcome in school
	Ensure pupil experiences a warm welcome in lessons
	Celebration of strength in and out of school
	Engagement in regular social activity with peers
	Ensure at least one positive relationship with an adult in the school and all adults model positive communication through tone and language
	Support pupils to access extra curricular clubs

## Physical environment

	Ensure resources can be accessed without fuss or frustration
	Access to calm down space to support regulation
	Sit the pupil where they can best focus on the task in hand
	Consider alternative places the pupil can work during the lesson
	Provide movement breaks to support regulation
	Environment is pupil centred/child friendly

## Transitions

	Allow cooling and calming time before returning to lessons
	Develop pupil's capacity to assess their emotional state and the support that helps them
	Careful transition arrangements in place between lessons
	Prepare pupil for any known changes to timetable
	Enhanced transition support for larger changes, extending until new routines established

## Learning

	Predictability in routines communicated clearly
	PHSE skills spread across the curriculum and embedded in classroom practice and key topics are revisited regularly
	Individual or small group to pre-learn or reinforce work on specific targets
	Use simple ground rules in groupwork and class discussion
	Ensure curriculum focus is strength based
	Appropriate differentiation of work and monitoring and sharing of progress
	Give positive feedback/non-verbal signs
	Good balance of independent work, practical tasks, focused learning and motivating activities
	Career path plan to link aspirations to learning and future qualifications
	Opportunities for peer learning in place
	Work experience relevant to interests
	Reduce the academic ask of the child in line with what they are able to access on any given day
	Ensure that a range of activities that include more practical or less academic activities are included in the child's offer to support their SEMH needs
	Ensure pupil profile is shared and used consistently – strengths, needs, interests, strategies etc

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## Building effective relationships

	Ensure pupil has at least one adult with whom they have a positive relationship
	staff embrace and model relational (positive) behaviour management
	Trust is valued and promoted
	Appreciation of pupil's interests, experiences and culture
	Teachers listen actively to pupils with acceptance and curiosity and without judgement
	Plan for TAs to build positive relationships and then use them flexibly to pre-empt difficulties
	Fun, humour and enjoyment are features of every classroom
	Teachers demonstrate an interest in pupils' lives and work to find things they admire in them or have in common
	Teachers demonstrate that pupils are worth their time and effort
	Teachers take time to find out how pupils are
	Calm, respectful, restorative warm approach utilising the fresh start principle
	Ensure all adults use positive, enabling, restorative language
	Warm, empathetic and welcoming approach from all staff

## Home/school communication

	Take time to consider wider context of pupil's lived experience
	Sharing support in place with home
	Agree ways to communicate and share progress with parent/carer
	Sharing positive messages with family

### Consider:

- How long each adjustment has been in place?
- What impact is it having?
- Is this still the right adjustment? (i.e. have things changed or is it ineffective)
- Is it being used consistently? (by all in contact with the child)

Please ensure that these strategies are implemented across the school day and suitable support for staff is provided e.g., weekly staff supervision

Date of review: