

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

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 child 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
	Focused weekly PHSE session for example, circle time
	Reinforce appropriate behaviours through praise, celebration and reward systems
	Allocate a position of authority within the class/school
	Growth mindset encouraged in all activities
	Ensure a favoured activity is built into every day
	Reflect together on what went well
	Ensure some successful experiences everyday

Whole school/class ethos

	Clear, consistent whole school values
	A culture that recognises that behaviour is communication
	Seek pupil's views and show they are valued
	Design package of support with the child
	Behaviour policy followed fairly and appropriately to need with emphasis on positive recognition, relational approaches and restorative practice
	Class ethos reinforces key themes of PHSE curriculum

Emotional regulation

	Teach de-escalation strategies and prompt to use in the moment
	Communication, listening and emotional regulation visuals in class for prompts
	Adults to model appropriate social and emotional behaviours
	Teach coping strategies when the child is not in crisis
	Trusted adult and safe space the child can go in times of worry, stress or crisis
	Whole class time to respond to key events
	Reinforcement/opportunities to try new skills out
	Emotional check-ins with children to prompt and model effective regulation strategies
	Think about positives/gratitude each day

Breaktimes

	Access to structured playground games
	Playground peer buddy scheme
	Time to talk over playground disputes using a restorative framework
	Planning ahead to provide some structure to break times
	Rehearsing ways of finding support at breaktime

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 consistent peers
	Ensure at least one positive relationship with an adult in the school and all adults model positive communication through tone and language
	Support children to access extracurricular clubs
	Teachers share positive comments or feedback children, however small, given in a way the child can accept
	Children contribute to how they want their classroom to be and have some responsibility for classroom values and ethos

Physical environment

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

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Transitions

	Allow cooling and calming time before returning to class
	Consider child bringing in object from home to help with transition
	Give child transitional object to use at school
	Prepare child for any known changes to routine
	Use warnings and countdowns to prepare children ahead of a change of activity

Learning

	Visual timetables to support predictability in routines
	PHSE skills spread across the curriculum and embedded in classroom practice and key topics are revisited regularly
	Individual or small group to pre-learn, reinforce, or 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
	Incorporate pupil interests into learning
	Break tasks down into clear, manageable steps/chunks
	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
	Help create a plan for how to respond to mistakes or challenges (mistakes menu)
	Use of metacognitive questions to support planning before starting a task
	Reduce the academic ask of the child in line with what they are able to access on any given day

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Building effective relationships

	Daily opportunity to talk to a nominated member of staff
	Staff embrace and model relational (positive) behaviour management
	Trust is valued and promoted
	Plan for TAs to build positive relationships and then use them flexibly to pre-empt difficulties
	Appreciation of pupil's interests, experiences and culture
	Teachers listen actively to pupils with acceptance and curiosity and without judgement
	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

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)

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Date of review: