



## Social, Emotional and Mental Health (SEMH) Provision Map



<p style="text-align: center;"><b>Wave 1</b> Quality First Teaching / Class Teachers</p>	<p style="text-align: center;"><b>Wave 2</b> Targeted Provision/ Guided Intervention</p>	<p style="text-align: center;"><b>Wave 3</b> Personalised provision/ Individual Support</p>
<ul style="list-style-type: none"> <li>• Have a shared understanding and belief about mental health and anxiety disorders.</li> <li>• Opportunities for regular exercise – Mile a day. Brain breaks integrated within timetable of school day</li> <li>• PSHE /RHE curriculum Ten Ten – Life to the Full Scheme of learning includes themes within mental health and emotional wellbeing</li> <li>• Inclusive whole school ethos – respect, cooperation and kindness</li> <li>• Promote resilience, build self-esteem, growth mindset displays – particularly in relation to praise</li> <li>• Build confidence through increased responsibility</li> <li>• Collaborative working with parents – support children’s mental health and wellbeing</li> <li>• Promotion of general strategies for good mental health – signposting children/parents</li> <li>• Positive behaviour management strategies used consistently across school – Proud Cloud up in each class used each day and rewards given end of day.</li> <li>• Celebration -star awards assembly each week</li> <li>• Open –door approach for parents and children – parents and children know they are listened to</li> <li>• Pupil voice opportunities, including school council,</li> <li>• Termly online safety awareness for parents and pupils (taught through Ten Ten RHE and Computing)</li> <li>• Class ‘circle time’ sessions used informally to address any emerging issues</li> <li>• Access to outside space, field and quiet spaces in grounds during lunchtime</li> <li>• After school clubs open to all pupils</li> <li>• Curriculum enrichment experiences subsidised to ensure all children can take part</li> <li>• Worry Box in each class</li> <li>• Daily Belly Breathing exercises in class after lunch.</li> <li>• Adaptions to class layout.</li> <li>• Agreed visual symbols when pupils distressed or not coping.</li> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individual behaviour plan (anxiety triggers)</li> <li>▪ Social Stories</li> <li>▪ Home school diary</li> <li>▪ Visual prompts</li> <li>▪ Low key tasks given with increased structure and predictability when needed.</li> <li>▪ Drawing and talking time</li> <li>▪ Specific work on building self-esteem and resilience</li> <li>▪ Active teaching of relaxation strategies i.e. brain breaks, movement breaks</li> <li>▪ Active teaching of self-regulation / Zones of regulation posters</li> <li>▪ Teaching of Belly breathing techniques               <ul style="list-style-type: none"> <li>▪ Use of positive affirmations</li> <li>▪ Social/ friendship skills group</li> <li>▪ Speech and Language therapist support</li> </ul> </li> <li>▪ Individualised interventions designed dependent on child’s specific need i.e. SEN boxes in all classrooms, visual timetables, reward charts, reading time, comfort cushion, fidget toys</li> <li>▪ Improving mental health through physical activity i.e. targeted pupils</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support and signposting for parents -young minds,</li> <li>▪ Highly targeted work with children</li> <li>▪</li> <li>▪ Family Support.</li> <li>▪ Lunchtime support</li> </ul> <p><b>SENCo &amp; SMHL</b></p> <ul style="list-style-type: none"> <li>▪ Liaison and supervision of specific and targeted interventions</li> <li>▪ Triage and prioritising children to attend external interventions</li> <li>▪ Referral to external services / Bucks MHST</li> <li>▪ Resourcing targeted interventions</li> </ul> <p><b>External Support</b></p> <ul style="list-style-type: none"> <li>▪ Referral to CAHMS and Cognitive Behavioural Therapy (CBT)</li> <li>▪ Play Therapy Referral</li> <li>▪ Referral to Mental Health Services MHST</li> <li>▪ Referral to Early Help</li> </ul>