



Social, Emotional and Mental Health Needs		
Universal Offer	Targeted Support	Specialist Provision
<ul style="list-style-type: none"> • 'Team around the child' approach • State facts opposed to praise the person • Motivate through tiered system • Earn not sanction • Provide warm safe space • Zones of regulation in all classes • Key adult • Emotional check in • Emotion coaching • Predictable routines • Clear, firm and consistent boundaries • Single instructions • Address by name • Modelling • Independent work station • Fidget toys • Ear defenders • Weighted blanket • Build confidence • Be relentlessly kind • Rephrase negative language – not direct challenge • Prepare for change • Visual timetable and supports • Now and next board • Brain breaks • Low-stimulus environment 	<ul style="list-style-type: none"> • ELSA/pastoral support • Social stories • Adult support/small group support at predicted trigger points and where necessary • Social skills training • Conflict resolution training • Emotion coaching language • Extra warning for transition • Safe, calm space • Structured activities at break • Pair with role model buddy • Personalised sanction/reward system • Positive reinforcement when making good choices • SEND Support Plans • Interventions and variety of intervention programmes –emotional interventions, motor skills interventions, 'Starving the anger gremlin' work • Meetings with parents to ensure joined up approach and specific strategies 	<ul style="list-style-type: none"> • Healthy Minds Link Worker carries out 1:1 work, group work and whole class teaching through the programmes 'We Eat Elephants', 'Everyone Worries' and transition work with Y6 • Mrs Hope - weekly Nurture Group • Referrals to appropriate agencies and direct work with these agencies eg referral to inclusion service, service • EP service SLA – direct work/assessment with EP where necessary



Mental Health Provision Map
St Matthew's Catholic Primary School



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- Seating – need to see the room
- Support with note taking and organisation
- Limited choices
- Responsibility
- Maintain professional boundary
- Manipulative and tactile resources
- Opportunities for play
- Teach facial expressions
- Teach tone of voice
- Calm, quiet classroom
- Depersonalise consequences
- Address behaviour, not person
- · Emphasise positives in front of others to develop children's self-confidence
- · Give pupils classroom responsibilities
- · Refer regularly to school/classroom rules · Calming music
- · Weighted blankets
- · Team around the child approach
- · Use of ear defenders to support focus
- · Breaks between tasks
- Moving around/sensory breaks
- Interactive strategies eg. Whiteboards to hold up answers
- Clear behaviour expectations modelled by staff
- Quiet zone or sensory space
- Visual timer/stop watch



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- Use post-its for questions rather than interruptions
- Concrete resources easily at hand to support
- Give a 'set time' for written work
- Personalise teaching to reflect pupils' interests
- Transition from whole class work to independent is taught and actively managed
- Learning ladders to break down steps
- Wobble cushion/resistance bands to support sitting in chairs or on carpet spot
- Meet and greet at key transition points e.g. start of day, lunchtime etc.
- Celebrate strengths
- Develop relationships with key adults
- Develop relationships with senior leaders