



How might we support a child with **Social, emotional or Mental Health** needs? **(SEMH)**

Quality 1 st Teaching	Planned Support in Class <small>-state which of adaptations will be made on the Support Plan -Specific suggestions from outside agencies would be included on the Support Plan also</small>	Interventions / Personalised Support <small>-state which of adaptations will be made on the Support Plan -Specific suggestions from outside agencies would be included on the Support Plan also</small>	Who can we refer to for assessment and support?
<ul style="list-style-type: none"> • Termly Review Meeting with parents (or come and see us at any time!) • Positive staff-pupil relationships • Whole school behaviour policy. • Restorative Practice • Emotional Registers • Whole school / class rules • Whole school reward and sanctions systems. • Circle Time • Weekly discreet PSHE lessons • Whole staff training on Attachment, Resilience and Growth Mindset • Whole school staff training on Behaviour Management • Assemblies focussed on tolerance, difference and developing character • Reward for developing character traits • Celebration assembly 	<ul style="list-style-type: none"> • Alternative provision during unstructured times-lunchtimes • Extra TA support at lunchtimes-organised activity such as chess, construction club, maths, sport, gardening • Rewards for positives • Adult support during listening • Fiddle toy • Time out card • Time out space • Cushion / soft toy • Sensory breaks (10 sec / 20 sec / 1 min time out to break up sessions) • Opportunity to talk – start of sessions / end of sessions • 'I need help card' • Traffic light cards on table to show how feeling • Sand timer – clear timed expectations 	<ul style="list-style-type: none"> • Termly meeting with parents • Individual targets • Small Group Learning Mentor sessions to develop self-esteem, confidence, develop anger management strategies etc. • 1:1 Learning Mentor sessions to develop self-esteem, confidence, develop anger management strategies etc. • Individual Behaviour Plans and reward systems • 1:1 keyworker support • Access to equipment such as fiddle toys. • Access to 'Calm Rooms' with mood lighting for time out. (Class 1 area) • Individual and flexible timetables • Calming activities • Bereavement Support • Home/School record / diary • Home/school achievement diary 	<ul style="list-style-type: none"> • EMS • Compass Reach • Healthy Choices Team • GP • CAMHs • Boxall profile • Prevention Team • Early Help

6 Fundamentals of teaching at Brompton and Sawdon Community Primary School

- Manageable, consistent approaches to allow all pupils to succeed, every lesson

6 Fundamentals	How you will see this in classes	Whole school SEND provision <small>From EEF research regarding effective SEND provision</small>
1) Activating and building upon prior learning / retrieval	<ul style="list-style-type: none"> • Pupils recall past learning each lesson using Bespoke Assessment / Retrieval exercises • Bespoke Assessment materials used to refer to previous lessons (recap) and outline how this will help the children learn in this lesson • Gaps identified in knowledge / understanding are addressed on a 1:1, group or class basis 	<ul style="list-style-type: none"> • Cognitive strategies (techniques teachers use that explicitly support pupils to learn and retain info) • Metacognitive strategies (pupils thinking about their own thinking / learning)
2) Behaviour	<ul style="list-style-type: none"> • Positive approach: celebrate pupils doing things well • Lessons are pacy / verbal inputs minimised • Pupils know how to work well with their peers / BBBB • Any poor behaviours are noticed and addressed 	<ul style="list-style-type: none"> • Timer • Visual timetable • I do, we do, you do approach • Explicit instructions (eg. checking student understanding more frequently and modelling a task before students begin to work independently)
3) Adaptation: planned lessons allow <u>all</u> children to learn well and be challenged. Adaptations allow pupils with SEND to achieve in line with their peers	<ul style="list-style-type: none"> • Tasks or content adapted so all can access / achieve • Range of Assessment for learning strategies used so adults know who needs challenge or support • Knowledge deepened for those needing challenge: <ul style="list-style-type: none"> -teaching others -creating own questions -complete a more complex task -applying knowledge in a different context (eg. where else might a material in science) -Looking at things from a different angle (eg. what of there wasn't air resistance?) 	<ul style="list-style-type: none"> • Modelled writing • Tasks scaffolded • Use of Technology • Flexible groupings / paired work • Alternative recording
4) Questioning	<ul style="list-style-type: none"> • Mix of Open / Closed • To assess • Cold Calling / No hands up • Follow up questions / challenge: 'Why?' 'Do you agree?' 'Is she correct?' 'Prove it'... 	
5) Vocabulary	<ul style="list-style-type: none"> • Precisely modelled • Accurate spelling expected of key words • Displayed for reference • Precise use expected (also part of recap/retrieval) 	<ul style="list-style-type: none"> • Key words accessible / provided
6) Feedback	<ul style="list-style-type: none"> • Highest expectations of presentation- every time • Meaningful, manageable, motivating(challenging) -policy followed -corrections marked • All work marked / noted *Key Vocabulary corrected 	
		<p>These steps provide support for students who may otherwise struggle to grasp new concepts or understand how to begin a task. It is not an add-on, or a shiny new tool, but high quality teaching that is likely to benefit pupils with SEND.</p>