



# Provision Map

Sandwich Infant School – Whole School provision map

Social Emotional Mental Health		
Wave 1 – QFT	Wave 2 – Guided/ group intervention	Wave 3 – Individual support
<ul style="list-style-type: none"> <li>Restorative approaches are used to build, maintain and repair relationships.</li> <li>Providing a safe and secure environment.</li> <li>Staff consider the reason/purpose of behaviour – what is the context/history?</li> <li>Routines and changes are communicated in advance.</li> <li>Careful consideration of seating position.</li> <li>Tasks are relevant and interesting, linked to the learner's strengths and development needs.</li> <li>Movement breaks.</li> <li>Learning breaks.</li> <li>Support and/or organised activities during unstructured times.</li> <li>Backward chaining.</li> <li>Consistent rules, boundaries and schedules whilst remaining willing to offer some flexibility.</li> <li>Positive reinforcement and praise</li> <li>Rewards – house points, notes home, certificates</li> <li>Celebration assemblies</li> <li>A safe place offered within the classroom</li> <li>Offer of a 'safe' and familiar task when emotions are heightened.</li> <li>Verbal input supported with visuals (demonstration, images, objects, key words).</li> <li>PSHE scheme</li> <li>Colour monster</li> <li>Emotional check-ins and check out</li> </ul>	<ul style="list-style-type: none"> <li>Lunchtime support – clubs available</li> <li>Home-school communication log</li> <li>Arranged time to speak with adults</li> <li>Use of strategies and approaches to develop understanding of presenting behaviours: ABC charts/ Behaviour card.</li> <li>Risk assessment</li> <li>Incredible 5 point scale</li> <li>Lowering demands for a short period of time</li> </ul> <p><u>Specific group interventions</u></p> <ul style="list-style-type: none"> <li>Lego Therapy</li> <li>Social skills/ games</li> <li>Turn taking</li> </ul>	<ul style="list-style-type: none"> <li>Personalised work station</li> <li>Boxall Profiling</li> <li>Developing risk assessments/ behaviour support plans with parents.</li> <li>SENCO facilitates referral for ADHD/ anxiety etc.</li> </ul> <p><u>Specific 1:1 intervention</u></p> <ul style="list-style-type: none"> <li>Drawing and Talking/ Sand Play</li> <li>Social games</li> <li>Emotional literacy support</li> <li>3 positives</li> <li>CBT – trust EP</li> </ul> <p><u>Support, guidance, referral and target setting from external agencies</u></p> <ul style="list-style-type: none"> <li>Educational Psychologist</li> <li>Early Help</li> <li>Referral to School Nurse for Counselling</li> <li>Conversation and family support through NELFT Emotional Wellbeing Team</li> <li>SALUS referral</li> <li>Family support</li> <li>CAMHS – SPA</li> <li>Paediatrician</li> <li>Conversation with GP</li> </ul>

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| <ul style="list-style-type: none"><li>• Worry box/ what I want my teacher to know – within every classroom</li><li>• Support is available to staff working with pupils with SEMH needs through group or individual supervision sessions.</li><li>• Whole school de-escalation training: 2 members of staff currently trained</li><li>• Adverse Childhood Events and Attachment Theory training provided to all staff</li></ul> |  |  |
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