

Westbury Park Graduated Response 2022 Social & Emotional

EHCPs - Education Health Care Plans

Communication consistently between all the external agencies that link with the child e.g. regular meetings, enhanced transition, working document that travels with the child. Behaviour targets, PSP, Personalised Risk assessment, Individual TA support, Multi-sensory room, Reduced timetable with parental consent, Personalised timetable

School Support with External Agencies

North Star support, Play therapy, CAMHS, School mental health nurse, regular meetings with the paediatrician, Speech and language, regular meetings with parents, support plan/behaviour plan, nurture group to develop social skills, specific social stories, home/ school book, quiet/ safe zone dedicated for children, daily check ins, additional training for adults, parenting courses, mentor support, enhanced transition, BAT team around the child, 'The Big Red Bus', ELSA one-to-one support sessions, SEMH assessment tools such as the Boxall Profile to highlight needs and track progress.

School Based Additional Support

ELSA, Gingerbread club, time with teacher or TA (treat time or catch up), time to talk, circle of friends, bucket game, social stories, super flex, lego therapy, mindfulness/ open door, visual timers and timetables, movement breaks, chess club, Girls on board sessions, additional praise, meeting adults on the gate, enhanced transition, own work stations, fiddle toy, individual behaviour systems, alternative lunch time routine, tracking tool to track progress, Visual timetables and task lists, quiet area and time out space, visual timer, post-it notes for questions and ideas rather than interrupting, fiddle toy, alternative seating, restorative justice, simple accessible calming exercises and strategies, Good News book or sticker chart, safe place for pupil to store work and belongings, small work groups to promote turn-taking, listening and attention, Nurture Group to develop social and emotional skills (Time To Talk), 1:1 barrier games to develop turn-taking and listening, daily/weekly sessions with a learning mentor or trusted adult, support for the child to leave the classroom and go to a pre-agreed place, targeted support for times of particular stress (mornings, PE lessons, home time etc.), comic strips, SENCO observation, Now and Next Board.

Quality First Teaching (what we offer everyone in the school)

Supportive and welcoming environment, classroom environment supports learning and calm behaviours, adults showing empathy and validation of emotions, developing an emotional vocabulary, classroom responsibilities, classroom routines and school rules, assemblies to reinforce this, mindful moments, Kapow PSHE scheme, teachers/adults modelling positive behaviours, monitoring feelings around school, peer mentors, Feel Good Friday, praise, calm and consistent manner in the classroom, specific seating plan, separate tables, Identify and praise success and positive behaviour (Gold Books, KS certificates, Dojos), classroom responsibility (special helper), Wake and Shake movement breaks, play calming music, refer pupils back to school rules and classroom code of conduct, use pupils' names and ensure you have attention before giving instructions, chunking instructions, visual cues, make use of different seating and grouping arrangements, personalised teaching (child centred), calm and clear communication, rules and routines short, concise and positive, listen to pupils and give them opportunity to explain their

behaviours, transitions are clearly signalled and actively managed, Circle Time, kinaesthetic learning and practical activities, sensory resources (manipulatives, whiteboards), tools and equipment easily accessible and available for use, give a set time for work that does not extend into playtime, mixed ability groups with positive role models, in-class support to facilitate access to the curriculum, parental involvement. Home visits- help settling in period, Close links with nursery- help settling in period, Higher adult:child ratio- adult available to talk 1:1 with child who needs extra support, Parental involvement, Free flow play, Quiet zones in continuous provision, Class bear- opportunity to talk in front of class