Social, Emotional & Mental Health

Possible indicators

Eating Disorders
Anxiety
Depression
Attachment
PTSD
ADHD
Tourette's/Tics
Bereavement

MASSH

Individualised

- EHC Referral
- HYMS involvement
- Primary Jigsaw Involvement
- Educational Psychology
- My Plan

Targeted

SEND support plan written

Adjusted school day **Emotive Literacy small group work**

School Age plus worker **Mosaic**

Named Adult to 1:1 discussions

Meet and greet **Early Help Assessment**

Advice from Behaviour Support **Well-being councillor**

ELSA work

Universal Offer

☐Concrete resources/multisensory approach. ☐Additional time. ☐Repeated learning ☐Opportunities given to record In different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. ☐Formative assessment used to adjust content ☐Dyslexia friendly teaching – PowerPoints on non white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non white, appealing visual worksheets/resources. ☐Verbal praise. Feedback recognises progress and effort, not just achievement ☐Differentiated objectives. ☐Teaching and learning stepped from the 'Known'. ☐Independent activities. ☐Pre-teach key vocabulary. ☐Collaborative learning, Paired writing, talk partners, random pairing activities, small group. ☐ Duration of activities is apt. ☐ Calm learning environment. ☐YPs name and eye contact used. ☐Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. ☐Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level. ☐Pupil communication valued and responded to. ☐Adults say what they mean (avoid sarcasm, abstract vocabulary etc) ☐Structured, consistent routines. ☐Positive relationships evident. ☐Restorative Approaches for behaviour/Tactical ignoring/Non verbal signals/Asking about relevant rule / Catching the young person being good / Praising. ☐Adults say the behaviour they want. ☐Opportunities to meet sensory need (Fiddle toys). ☐Agreed time out system. ☐Adults recognise how tiring some conditions can be when facing the whole school day. ☐Awareness of One Page Profile info – Knowing the child. ☐Communication with parents/carers. ☐Access to i-pads / whiteboards. Coloured pens, post-its, mind map frames, concrete objects and visual images for those with short term and working memory difficulties. ☐Differentiated texts. ☐Key vocabulary displayed. ☐Word mats, number lines.