

SWEPS Whole School Provision Map – Social, emotional and mental health difficulties

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’ (COP 6.36)

‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching’ (COP 6.37)

Intent:

All children are welcomed and included within the Christian values based setting and are able to feel a sense of belonging, safety and security. Our focus on the individual developmental needs of children ensures that every child achieves their full potential academically, socially and emotionally. Staff recognise difficulties children may have with social, emotional and mental health and are skilled in addressing and supporting their needs to ensure children with these difficulties are able to access the curriculum alongside their peers. Our whole school systems, bespoke classroom systems and personalised systems for individual children support our pupils to make the best behavioural and personal choices. Our school values support our focus on mental health and wellbeing.

Curriculum

A diverse curriculum designed in collaboration with children
Growth mindset and leadership drives the curriculum
Experiences and opportunities planned to broaden horizons and raise aspirations
Lessons incorporate collaborative learning
Curriculum is enriched through projects including DARE, PSHE lessons, music and sports sessions and trips, visits and visitors each year.
Curriculum content includes local and national issues
Use of Oxfam’s Curriculum for Global Citizenship
PSHE is embedded within the school curriculum

Quality First Teaching (support to access the curriculum)

Pre Teach
Immediate intervention
Use of iPads/ Collaborative learning
Talk partners
Visual timetables
Scaffolding (guided groups)
Personalised plans to ensure children are able to access the curriculum – movement breaks, Busy Boxes
Bespoke class behaviour systems
Whole school behaviour policy
Pupil voice – Routes 2 Inclusion and annual pupil questionnaire
SEN TA to support with strategies in class.
Calm areas within classroom.
Restorative justice strategies

Interventions

Meet & Greet, adapted timetables
Male adult staff mentors for boys
Early morning nurture
Nurture support- ELSA trained
Routes 2 Inclusion
Incredible 5 point scale
Personalised behaviour systems (rewards and consequences)
Lego therapy, Music therapy
Behaviour Support Team 1:1 mentoring
The ARK provision at lunch and break times
Forest Schools (boys/girls group plus class sessions)

Wider curriculum opportunities

After school clubs – sports, drama, choir, dance, games, cooking
School council
Playground buddies
Opportunities for all children to apply for roles such as buddies and school council
P.E. and swimming lessons
Residential offered to all children Yr2-Yr6
Farm, forest schools, wildlife garden on site
Prayer Pals

CPD

Educational Psychologist –1:1 assessment and support for specific children, Lego Therapy training
Behaviour Support Team – School behaviour review
Routes 2 Inclusion - SENCO
GREAT project
Internal staff CPD – behaviour, mental health and specific interventions and resources