

LEARNING AND ACHIEVING AT WAVELL JUNIOR SCHOOL

Whole school provision map for social, emotional and mental health

UNIVERSAL ENTITLEMENT

Quality first teaching and universal behaviour management strategies to enable all learners to make good progress alongside their peers in lessons....

Quality first teaching

All teachers have high expectations for all pupils and provide appropriate challenge for all.
There are clear learning objectives and differentiated outcomes for all children.
Teachers give clear instructions and change the language they use where appropriate.
Teachers differentiate their planning and are flexible and responsive to children's individual needs.
Teachers use graded questioning (inspired by Bloom's taxonomy) within and across all lessons.
Whole school development of social and emotion skills- eg. SEAL lessons and restorative practice used.
Children are able to use a variety of recording materials as a routine practice.
Teachers ensure learning is presented through visual, auditory and kinaesthetic styles.
Whole class visual time tables.
Teachers set individual targets for children which are shared with them and plans made so they can meet these.
Behaviour that enables learning at the heart of both the classroom and the school ethos.
There is carefully structured group work and talk opportunities.
Time available to talk with adults, peers and time made for them to listen.
Assemblies delivered by the senior leadership team foster positive social interaction and emotional responses.

Behaviour Management

Positive, mutually respectful relationships are built within the whole school.
Meaningful praise which is frequent but genuine is given by all staff. Staff use a 'praise when good' approach.
A reward system, agreed by all staff members, is used consistently throughout school.
Reward system poster is displayed in all teaching spaces around school.
A framework of meaningful consequences, agreed by all staff, is used consistently throughout the school.
Consequence system poster is displayed in all teaching spaces around school.
Expectations of pupils and adults are clear and are 'alive' in all aspects of school life.
Good behaviour is modelled by adults and peers to each other.
Voice, body language, gestures and tone of voice are all used to communicate praise or suggest a need for change in behaviour.
The school's behaviour policy is open, regularly reviewed, shared and has reasonable adjustments made to it for SEND.
Restorative practice is used throughout the school.
There is always an appropriate level of adult supervision in classrooms and around school.
Teachers and the school aim to form good relationship with home.

EARLY INTERVENTION

In addition to quality first teaching and universal behaviour management....

Small group work that is structured, has a purpose and has a measurable impact e.g. self-esteem groups, SEAL groups, play based groups.
Individual visual timetables may be used that are personal to an individual child.
Feelings fan, or similar, may be used to show rather than tell how the child is feeling.
Adjustments may be made to the classroom or other learning environment eg. seating plans, quiet areas, arranging furniture in a different way, development of a safe space, use of displays.
The SENCo, with the help of an outside agency is appropriate, would carry out a risk assessment of the child.
The child would be placed on the SEND register as SEN support and the class teacher will devise an individual provision map that is reviewed every six weeks.
The child may have checking in time with an adult 1:1 at various times of the day as a calming and preparation strategy.
Additional support may be provided in the classroom to help with the child's needs.
Home school support would be set up eg. a home school report system, regular meetings, phone calls, a PSA.
The school, if appropriate, will work with an enhanced mainstream setting to seek advice and they might work directly with a child in school.

PERSONALISED PROVISION

In addition to quality first teaching, universal behaviour management and early intervention....

The school may set up a highly personalised timetable for the child.
A personalised, achievable reward system may be set up that involves targets rewards.
An individual provision map would be set up for the child by the class teacher with the help of the school SENCo if required.
The SENCo, with the help of outside agencies if required, would carry out a comprehensive risk assessment of the child that would be reviewed regularly.
The school would consider whether there are any underlying conditions that could be managed/treated better that are affecting behaviour eg. ADHD, autism, depression etc. This would be done with the help of GP's, educational psychologists, enhanced mainstream schools.
Levels of support both within the classroom and outside of the class room would be increased if appropriate. This may include 1:1 support, PSA support, young carers support, referral to CAMS, referral to Bedale EMS.
Specific programmes that are arranged specifically for that child (eg. drawing and talking) would be delivered.
Enhanced transition would take place between year groups and particularly between schools.
Alternative provisions may be used including; in school provision used differently, outreach/in reach work from an EMS, reintegration programmes.
A managed move to another school setting may be considered.
A common Assessment Framework may be set up for the child and their family.