



# Social, Emotional & Mental Health

## Possible indicators

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

\*EHCP Referral

\*CAMHS

\*Educational Psychologist

\*Adjusted school day

\*SEND Plan \* 1 Page profile \*Provision Map

\*SA+ Worker \*Mosaic \*Primary Jigsaw

\*Inclusion Service \*EHA

\*Meet and Greet

Individualised

Targeted

Universal

\*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 - Active Primary on non-white backgrounds, 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  
 \*Adaptive Teaching. \*Teaching and learning steps from the 'Known'. \*Independent activities.

\*Pre-teach key vocabulary. \*Collaborative learning, Paired writing, talk partners, random pairing activities, small group.

\*Duration of activities is appropriate. \*Calm learning environment. \*Name and eye contact used for young person. \*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/ear defenders). \*Agreed time out system. \*Adults recognise how tiring some conditions can be when facing the whole school day.\*Awareness of the needs of the individual. \*Regulation Breaks, \*PECS, \*Nurture group, \*Social Skills group. \*Access to quiet space.