

# WESTON VILLAGE PRIMARY SCHOOL



## Social Emotional and Mental Health (SEMH) Provision Map

### Weston Village Primary School

#### LEVEL 1 – UNIVERSAL PROVISION

- Inclusive whole school ethos based on Chris Quigley's 7 Secrets of Success
- Adults seek to build trusting relationships with children, particularly vulnerable children.
- Class routines are clear and consistent. New learning is placed in context of the bigger picture – what we know already, the next step, what it looks like when we get there, how it feels to be learning
- Learning is chunked into small achievable steps Children struggling to understand the learning receive timely support to help them keep up within the lesson.
- Appropriate reference resources are available in the classroom for children, including additional visual support.
- Pre-teaching of new learning is used to build confidence and knowledge enabling better access to learning for some children.
- Teachers, Teaching Assistants, and volunteers read with children to help engage and develop children's confidence in reading.
- Teaching Assistants used to deliver high quality intervention and support for some children.
- Collaborative learning opportunities including partner work and small group tasks.
- Children are involved in identifying their own progress.
- Children have opportunities to be physically active regularly every day
- Clear channels of communication between teaching staff, parents, and children.
- Positive behaviour management strategies used consistently across the school.
- A clear process for reporting and recording concerns surrounding Mental Health and Wellbeing (CPOMs)
- Changes in behaviour are monitored and reported as necessary, emotional check ins with children when appropriate
- Safeguarding procedures applied when appropriate
- A progressive PSHE (Personal, Social, Health and Economics) Education and RSE (Relationships and Sex Education) curriculum which includes teaching around Mental Health and Emotional Wellbeing.
- A whole school environment that promotes positive mental health including displays, library books (in class and whole school)
- Assemblies designed to explore SEMH (Social Emotional and Mental Health) themes across school.

- Opportunities for children to take an active role in decision making and leadership of school through Ambassador and School Council roles.
- Celebration assemblies conducted each week to promote positive behaviours and attitudes e.g. Understanding Others and Not Giving Up.
- ESafety taught in computing and PSHE curriculum to all children
- SEND (Special Educational Needs and Disability) children and disadvantaged children given equality of opportunity when accessing PSHE and RSE learning.
- TED, talking TED used to empower children to access support from MH Team and Class Teachers
- Lunchtime enrichment activities/clubs devised to help improve SEMH, communication and social development skills. Available free of charge to all children.
- After school PE clubs available to all children (registers monitored) to ensure equality of opportunity to all children. Club is subsidised by school making it free and available to all.
- PE curriculum and physical activity goals linked to SEMH needs.
- Access to green, open spaces for all children at break and lunchtimes, including a forest school area.
- School trips and enrichment activities available for all children, and where necessary subsidised by school to ensure equity for all.
- Explicit teaching about bullying and peer conflicts
- Ambassadors and buddies support other children in the playground
- Structured partner and group work in class to support communication with peers
- Unresolved playground issues are managed through communication with other staff and discussion with an adult.
- Consistent boundaries for children's behaviour
- Lunchtime staff have information about potentially vulnerable children and how to support them
- Visual timetables used in classrooms to help pupils order and organise their days.

#### **Level 2 – SCHOOL INTERVENTIONS**

- Speech and Language support for individual children
- Lunchtime enrichment LEGO therapy targeted at specific children
- Social stories to support children with ASC
- Use of a now/next board for children who need it
- Warning is given about changes to staff, planned activities, timetable, routines etc, with visual reminders
- Warning is given that an activity is ending.
- Planned transition activities when moving to a new class or teacher
- Planned transition programme when moving to another school, enhanced provision organised where necessary.
- Regular check ins with an adult
- Modified task length
- Use of varied teaching and learning styles
- Low distraction learning spaces for children who need them
- Careful positioning in the classroom for optimal learning
- Access to special 'connection' objects where needed

- Interventions designed to meet individual children needs e.g., Pride logs, visual timetables, mindfulness activities
- Boxall Profiles used for individual children as a diagnostic tool and to support individual learning plans
- Safe spaces allocated for children who require it (library etc)
- Quiet spaces for children to eat lunch
- Sensory circuits for individual children
- Opportunities to develop social skills and turn taking devised through inviting individuals to clubs where these behaviours are modelled (e.g., board games club)
- How big are my worries thermometers used for individual children
- First concerns, SEND reviews and EHCP reviews completed where relevant.

### LEVEL 3 – OUTDOOR AGENCY SUPPORT

- [N-Compass](#) Cheshire East Carers Hub
- Young Carrers
- [CLASP PRIMARY PLUS](#) - Support group for primary school children.
- 0 - 18 Child and Adolescent Mental Health Service ([CAMHS](#)) Crewe
- [Creative Minds](#) Therapeutic Art Sessions Early Years (Under 5) Children (5-18)
- [Crossroads Together](#) - Children's Services a local charity providing high quality support services for carers and people with care needs.
- [Friends for leisure](#) - Disabled young people aged 5 to 21, who are registered with Friends for Leisure, come together in the company of Friends for Leisure volunteers for a regular morning youth group in Crewe to take part in fun activities and chill n' chat.

No one should have to face mental health difficulties on their own, and support is widely available in the UK.

Here you can find a list of organisations providing expert advice, a listening ear and resources for managing distress. The [NHS website](#) provides an extended list.

### Mental health helplines and charities

[IAPTS](#) – self referral to talking therapies 16+

Samaritans. Samaritans provide 24-hour online and phone support to people in distress. Call: 116 123.

Mind. Mind is a charity that provides advice and support for people experiencing a mental health problem in England and Wales. Call: 0300 123 3393 (Mon to Fri, 9am to 6pm)

Rethink Mental Illness. Support and advice for people living with mental health problems. Call: 0300 5000 927 (Mon to Fri, 9.30am to 4pm)

SANE. National out of hours mental health charity offering emotional support, guidance, and

information. Call: 0300 304 7000 (4.30pm to 10.30pm)

### **Children and adolescents**

Childline. Support for people under 19 in the UK. Call: 0800 11 11

Young Minds. Child and adolescent mental health charity. Call: 0808 802 5544 (parents' helpline)

Suicide prevention CALM (Campaign Against Living Miserably). Charity dedicated to preventing male suicide. Call: 0800 58 58 58 (nationwide)

Papyrus Hope line UK. Confidential support for young people struggling with suicidal thoughts.  
Call: 0800 068 41 41