

Provision Expected at SEN Support (PEaSS) Guidance

Name:

Date:

3.4 Social, Emotional, Mental Health

3.4.3 Provision Expected to be Available – Suggested Whole Setting Approaches

Enabling CYP to access a broad and balanced curriculum is the responsibility of all members of staff in the setting. In addition to high-quality teaching, it is expected that settings will provide some of the following, where appropriate, to meet the needs of the CYP.

Suggested whole-setting approaches:		Tick box
1	Have a clear policy, consistently applied, to manage behaviour positively	
2	Provide staff development to support their own wellbeing and that of CYP	
3	Curriculum teaching and learning (RSHE, Citizenship etc) to promote SEMH	
4	Implement a whole-setting approach (e.g. PATHS® , nurturing schools or mentally healthy schools) and help CYP explain, understand and find ways to manage their emotions through explicit teaching, modelling and reinforcement teaching, modelling and reinforcement	
5	Ensure all staff have an awareness of the early signs of mental health problems (e.g. the good mental health programme or the writing for mental health toolkits from Action for Children)	
6	Consider Norfolk Steps training to support early intervention and help manage complex or behaviours that challenge	
7	Have effective pastoral systems which support emerging difficulties at an early stage	
8	Work with and support parents and carers (e.g. support groups, coffee mornings, signposting key support services)	
9	Provide appropriate training about SEMH and mental health to ensure staff confidence	

Suggested whole-setting approaches:		Tick box
10	Identify a senior lead for mental health who has completed the DfE senior mental health lead training , as well as a mental health champion training	
11	Encourage multi-agency working to ensure effective support for families e.g. parent support adviser, Early Help process	