

# Provision Expected at SEN Support (PEaSS) Guidance

Name:

Date:

## 3.4 Social, Emotional, Mental Health

### 3.4.3 Provision Expected to be Available – Suggested SEN Support strategies in the classroom

Environment		Tick box
1	Have clear classroom routines and explicit expectations for behaviour and work	
2	Display classroom rules and routines for pupils to refer to and use visual prompts as reminders	
3	Provide structure, organisation and predictability in the classroom environment	
4	Provide visual support prompts (e.g. 'Five things to do if you are stuck with your work')	
5	Allow access to an identified quiet or 'calm-down' space	

Relationships and communication		Tick box
1	Plan targeted opportunities to build positive relationships with CYP	
2	Identify a key person to talk about worries and support with problem solving	
3	Seat pupil by a more confident or settled peer or 'buddy'	

Social and emotional learning		Tick box
1	Teach CYP specific behavioural skills (e.g. how to ask for help)	
2	Model, coach and reinforce skills for collaborative group work	
3	Build self-confidence by finding out what CYP know about or are good at, and celebrating this	
4	Give them a responsibility or special role to increase self-esteem	

Teaching		Tick box
1	Understand the causes of behaviour and use effective approaches to behaviour management	
2	Set tasks with clear goals, outputs and timescales for completion	
3	Use short, clear instructions; revisit and reinforce these during lessons	
4	Make tasks short, with frequent breaks and opportunities to move around	
5	Provide 'scaffolding' in the form of writing frames, word mats, relevant classroom displays, access to technology	
6	Remind them of a rule or expectation, rather than 'telling them off.' Label the behaviour, not the CYP. Say what you want them to do, rather than what you don't	
7	Make an effort to 'catch them being good' and praise. Use private signal system to let the CYP know when they are off task or behaving inappropriately	

Suggestions for the SENDCo:		Tick box
1	Staff should receive sufficient and suitable training to support CYP with SEMH needs	
2	Consider small group or individual support (e.g. nurture, <a href="#">THRIVE</a> , <a href="#">ELSA</a> , <a href="#">Benjamin Foundation</a> )	
3	Identify need and monitor the impact of interventions (e.g. <a href="#">Strengths and Difficulties Questionnaire (SDQ)</a> and/or the <a href="#">Boxall Profile</a> )	
4	Contact the Norfolk Inclusion and SEND Team at <a href="mailto:inclusionandsend@norfolk.gov.uk">inclusionandsend@norfolk.gov.uk</a> or phone <b>01603 307736</b>	
5	For details of all mental health services for children and young people in Norfolk and Waveney: <a href="http://www.justonenorfolk.nhs.uk">www.justonenorfolk.nhs.uk</a> ( <b>0300 300123</b> )	
6	Seek specialist support for CYP including referrals to appropriate services e.g. <a href="#">Early Help</a> ; <a href="#">Norfolk and Suffolk NHS Foundation Trust</a> ; <a href="#">Starfish</a> , <a href="#">Supporting Smiles</a> (previously Point 1)	
7	Request support from <a href="#">Educational Psychology and Specialist Support (EPSS)</a> or alternative provider	
8	Consider outreach advice and support from an appropriate <a href="#">Specialist Resource Base (SRB)</a>	
9	Consider a <a href="#">School 2 School Support (S2S)</a> referral for advice, support and/or training	
10	Seek advice on specialist arrangements for examinations and assessments	

## Notes