Wincanton Primary School Individual Pupil Provision Mapping - Evidence of Implementation of the Somerset GRT

Social, Emotional and Mental Health (SEMH)

Pupil: Year Group: Class:	Autumn Term Yr:	Spring Term Yr:	Summer Term Yr:
Universal: Whole Class Strategies			
• **Close home/setting/parent links**/relationships			
• **Solution focussed approaches**-strengths/skills/interests			
• **Safe predictable classroom** -clear expectations			
• **Whole class visual timetable**			
• **Consistent rules**			
• **Classroom zones-** safe space/calm zone			
• **Pupil pairings** rather than asking them to choose partners			
• **Class emotions boards-** 'How are you feeling today?'			
• **Circle time/PHSA** -teaching various emotional literacy skills weekly			
• **Teaching calming/relaxing activities** as part of timetable-mindfulness/yoga/colouring/draw/story			
• **Use growth mindset** approaches in classroom			
• **Make 'kindness' a priority** value in classroom			
Universal: Individual Pupil Strategies			
• **Visual support to structure tasks** e.g. now/next boards			
• **Short clear instructions**			
• **Scaffolding tasks-** frames/mats/words/displays/tech			
• **Say what you want them to do** rather than what you don't.			
• **Consider seating position** in class- side or back of room or for others near front			
SEND Support: Classroom Based Interventions			
• **'help me' card**- to discreetly ask for support			
• **'Time out' or 'exit' card-** to request away from class or task- calming activities provided			

• **Visual strategies to support communication** e.g. **Incredible 5-point scale or Zones of regulation**			
• **One-page pupil profile**-parent/carer. Pupil. Teacher create- likes dislikes, strengths areas need support snapshot of child.			
• **Individual Visual Timetable**- day, lesson, task			
• Classroom transition support-music, pre-warning, job, buddy, snack time, leave early or later			
• **Reasonable adjustments** to behaviour policy			
• Classroom **worry box**			
• **Keeping in mind-** invisible string -child to adults			
• **Pre-warning and discussion of changes** with visual support for trips etc..			
• **Personalise the environment**- access to own work space if preferred			
• **Adult support** likely required in classroom to embed and support some of the above strategies			
SEND Support: Interventions Outside of the classroom			
• **Interventions with planned outcomes** linking to APDR- close home links/communication to **review interventions after 6-10 weeks,** followed by periods to consolidate skills in class.			
• **ELSA**-specific emotional regulation and/or social skills			
• **Small group interventions**- social skills or communication: talks about, socially speaking, Time to Talk,			
• **Circle of friends**-developing understanding and collaboration with class peers			
• **Outdoor interventions-** forest school, gardening, sports			
• **Nurture Group** strategies			
• **Identified trusted key adult**- discuss worries, problem solving- availability to help child			
SEND Support: Alternative Provision			
• **Explore alternative provisions**-use alternative provision to prevent exclusion and/or support pupil to re-engage			

• **Temporary hybrid timetable**-part time timetables Av1 robots- clear intention to increase over time and through APDR process.			