

**Universal Provision Checklist:** **Social, Emotional & Mental Health**

Once desired outcomes have been set the universal provision checklist section should be used as a starting point. The checklist has been designed to be used as an audit tool for school practice, so that staff can check they are providing appropriate and purposeful support for pupils at a universal level.

Assessment, planning and provision for a pupil with social, emotional and mental health needs should be located within a whole school approach that promotes emotional health and wellbeing and includes an actively supported and consistent whole school behaviour recovery policy. This is underpinned by principles of person-centred planning to ensure active positive involvement of pupils.

As part of the graduated response to provision for SEMH, a multiagency approach is adopted to work with school staff, pupils, parents and carers. This includes integrated services from SEND Inclusion Health and Wellbeing as well as Early Help provision.

Universal provision for SEMH allows a focus on pupils who have social-emotional or mental health issues which sometimes interfere with their learning or that of the class group. The pupil’s needs may be evident in some contexts but not in others.

If a pupil has experienced more than four Adverse Childhood Experiences (see Appendix 1), consideration should be given to meeting their needs at a targeted level. Similarly, pupils with SEMH difficulties should be considered for targeted provision at transition.

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| **Social development** |  |
| Are specific strategies used to teach social understanding for example social stories, work schedules, and emotional thermometers? |  |
| Are appropriate and (individualised)? Programmes/interventions used to teach and develop social interaction skills for example Circle of Friends? |  |
| Are explicit activities used to develop relationships, emotions, social skills, self-confidence and self-esteem for example SEAL? |  |
| Are basic techniques for emotional regulation, including managing the effects of anger including anger management, taught and supported? |  |
| Are rules reinforced using visual prompts where helpful? |  |
| Has baseline assessment been completed to build a clear profile of the pupil’s strengths and needs for example through structured observation, and/or completion of qualitative screening tools such as MALS (Myself as a learner scale)? |  |
| Are there structured routines and clear guidelines in place? |  |
| Is there a clear whole school/setting behaviour recovery policy which is consistently applied? |  |
| Does the school have a consistent approach when using rewards and sanctions?(This may include flexibility for the particular circumstances of some pupils) |  |
| Is there a range of opportunities for social and emotional development for example buddy systems, friendship strategies, and circle time? |  |
| Do all pupils have access to peer mediation? |  |
| Are seating plans utilised effectively? |  |
| Are positive intervention strategies in place? |  |
| Do staff adopt a flexible approach to a range of different behaviours and pupil experiences? |  |
| Do staff use time-out systems appropriately and effectively? |  |
| Do staff use choice and motivation to promote desired behaviour? |  |
| Is there a supportive peer system in place? |  |
| Is there clear communication with parents/carers? |  |
| Have key staff (including class teachers) strived to establish positive relationships based on mutual respect?  |  |
| Have the key staff been appropriately supported from within school systems for example mentor or SLT supervision? |  |

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| **Emotional development and mental health** |  |
| Is a suitable alternative provision provided at trigger points? |  |
| Are positive behaviour management techniques consistently used across the school/setting for example emphasising the 5Rs *(****r****elationships,* ***r****ights,* ***r****esponsibilities,* ***r****ules and* ***r****outines),* using the language of choice, broken record technique, volume matching and emphasising the positive? |  |
| Do staff implement a meaningful system of rewards and sanctions? |  |
| Are parents/carers actively involved, with access to a parent support advisor? |  |
| Is a buddy /peer support/play leader system in place at break and lunch times? |  |
| Have appropriate anger management techniques been taught and is their implementation supported?  |  |
| Are time-out systems in place within the classroom and are they used effectively? |  |
| Is whole class assessment used to identify and plan to meet group developmental needs? |  |
| Are self-regulation techniques taught and is their implementation supported for example calming strategies? |  |
| Support with study skills and managing anxiety around formal assessments |  |

For further specific resources and guidance please refer to the SENCO Guide