

# Emotional and Behavioural Difficulties Provision Map

## Wave One-Quality First Teaching

- Planning emphasises what children will learn
- Assessment based on what the child already knows, understands and can do (AFL)
- Personalised and differentiated teaching, including high order questioning e.g. Blooms Taxonomy
- Varied teaching styles to match the individual needs of the child i.e. visual/auditory/kinesthetic/open and closed tasks
- Use of a range of access strategies to help the child overcome barriers to learning e.g. models and images (ICT)
- Tasks are clearly explained or modeled-success criteria and learning outcomes are clear
- Organisation of classroom environment is conducive for learning
- Differentiated learning walls to support learning and teaching
- Pupils given time before responses are required
- Introduced or difficult vocabulary is clarified, written up, displayed and referred to
- Alternatives to writing are used including mind mapping
- Consideration of the use of peers to maximize opportunities for learning e.g. Talk Partners
- Modified teacher language
- Use of adult voice
- Use of adult body language
- Pace varied tasks
- High expectations
- Shared target setting (parents and children)
- Formal and informal liaison with parents
- Notes home positive Home/School book
- Positive behaviour-whole school policy
- Assertive discipline followed by staff
- Modelling good behaviour by staff
- Catch them being good-pre-empting
- Praise for good behaviour by all staff
- Visual Time table
- Circle Time
- SEAL
- Puppets
- In class behaviour reward systems
- Freddo Assembly/ Super Stars assembly
- Regular merited praise
- Targeted praise
- Golden Rules (displayed and referred to)
- Golden Time
- Designated responsibility e.g. milk monitor/register monitor
- Bully Busters
- Play Leaders
- Wide variety of extra curricular clubs e.g. sporting, arts, music, science and ICT
- School council
- Healthy Eating for F.S./KS1
- Healthy tuckshop for KS2
- Drinking water
- Links with Welburn Hall Special School for class visits
- Childline
- Crucial Crew
- Humphrey Head outdoor residential centre
- I.M.P.
- Parents' evenings and termly reports
- Attendance certificates
- Close links to local feeder secondary school to aid transition

## Wave Two – Interventions for Catch Up

- SEAL small group
- Anger management
- Socially Speaking
- Young Carers
- Social Stories
- Nurture Groups
- Emotional Literacy
- Listening Skills
- Life Skills e.g. baking
- Specialist Individual charts/books
- School nurse
- Alternative lunchtime provision for those who find it difficult to cope with playtime
- Small group puppets
- Social Skills Group
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## Wave Three – Additional and Different for some Pupils

- Increasingly individualized programmes based on independent evidence of what works (Individual Education Plans, Intervention Maps)
- Personal Education Plans for Looked After Children (PEPS for LACs)
- Individual session with visiting specialist e.g.
  - ✓ Autism Outreach Team
  - ✓ SALT- assessment/advice/ support
  - ✓ CAMHS- assessment/advice/ support
  - ✓ Behaviour Support Advisor- assessment/advice/ support
  - ✓ Learning Support Advisor- assessment/advice/ support
  - ✓ Early Years Advisor
  - ✓ Educational Psychologist- assessment/advice/ support
  - ✓ Educational Social Worker (ESW)
  - ✓ Learning Disability Service (LDS)
  - ✓ Consultant community Paediatrician
  - ✓ NSPCC (May Lodge)
- Positive Handling
- SA+ and Statemented reviews held termly
- Close liaison with local secondary school SENco who attends all SA+ reviews from Year 5 onwards
- Named member of staff for child protection
- Specific extra visits to secondary school to aid transition
- Time out areas/a safe place to go
- Individual specific use of puppets
- Individual baking sessions to help use and apply life skills
- 1 to 1 pastoral support
- In class TA support