

Social Emotional and Mental Health Provision Map (2025-2026)

Wave 1 Universal Support	Wave 2 Early intervention	Wave 3 Additional and individualised provision	Referral to external specialist support
<ul style="list-style-type: none"> • Consistent whole-school behaviour policy • Positive behaviour recognition (e.g. reward systems, golden time) • Mindfulness and well-being strategies • Emotion check-ins or feelings charts • Access to safe/quiet spaces in class • Staff trained in trauma-informed practice and emotion coaching practices • Use of Zones of Regulation activities 	<ul style="list-style-type: none"> • Small group interventions (e.g. social skills, self-regulation, anxiety support) • Emotional literacy support (ELSA) • Nurture group • Check-in/check-out with a key adult • Use of Zones of Regulation • Worry boxes or journals • Adapted timetable or structured breaks • Home-school communication books • More opportunity in play and focused learning for discussions with peers or teacher extending and developing language • Monitoring SEN watch list • Completion of referral to Neurodevelopmental Pathway 	<ul style="list-style-type: none"> • Individual learning support plan with clear focused targets • SENCo involvement to support need/ added to the SEN register if applicable • 1:1 support from a teaching assistant or learning mentor • Individual behaviour or regulation plans • Multi-agency involvement (CAMHS, Educational Psychologist, Behaviour Support Team) • Mental health interventions (e.g. MHST input) • Individual counselling or play therapy • Personalised timetables or reduced hours (with LA involvement) • Access to a safe, supervised sensory or calm room • Alternative provision if needed 	<ul style="list-style-type: none"> • Referral to ASD Team for observation and further support through a strengths meeting • Referral to SALT • Referral to Educational Psychologist