



Supporting and improving the emotional and social development of children with SEND

- All children receive Quality First Teaching to support their emotional and social development. We follow the PSHE Association programme of study in class to ensure access, engagement and progress for all.
- We are a Thrive school, and as such we routinely identify the emotional development needs of our children and address these needs through the Thrive Approach used across school. Children who have more significant needs have an individual Thrive assessment which is carried out by the class teacher and inclusion staff with the permission and support of the parent/carers. This enables us to pinpoint areas for development and to identify strategies to support the child both in class, at home, in a small group and on a 1:1 basis with an adult in school.
- We have provision at lunchtime to support children who require a higher level of emotional and social development; this provides a safe place for them to be at lunchtimes and provides a variety of experiences.
- We run Socially Speaking, 101 ways to teach children social skills, and Time to Talk groups to support children who find social communication difficult.
- School also employ a Behaviour Support Learning Mentor, who will work closely with children who display both low and higher level social, emotional and/or mental health difficulties. The main aim of this role is to support the child's emotional well-being so they feel safe, happy and are able to learn to their full potential within the classroom setting. In more complex situations, school may feel they need to refer a child for more complex and/or individual support, which is through the Child and Adolescent Mental Health Service (CAHMS).
- School have adopted the Infant Language Link from the 2022/23 academic year, which is used to identify and support children with mild to moderate SLCN and those new to English.