



Ashfield Primary School

Graduated Approach

Social Emotional Mental Health

Universal	Targeted	Specialist
Home/ School Diary	Boxhall Profile	Referral to Educational Psychologist for more specialised support and guidance. Potential signpost to services for diagnosis.
Frequency Charts – monitoring the time and regularity of specific behaviour to establish patterns.	Referral to Guidance and Support (TAMHS counselling/ Parent Support)	Referral to CAMHS
ABC checklists (Antecedent/Behaviour/Consequence)	Individual Provision Map	Referral to AIP for placement at LSC (Learning Support Centre)
Restorative Practice	Pupil Passport to ascertain pupil voice	Placement at SILC (Specialist Inclusion Learning Centre)
BLOBS pupil voice	Learning Mentor Support	Referral to Occupational Therapist
Feelings Thermometer	Targeted small group support	Referral to SENIT
Visual timetable	IPRA (Individual Pupil Risk Assessment)	1:1 support
PSHCE curriculum is well planned for and delivered	Behaviour Targets – written with the child and reviewed after sessions.	Apply for Top Up Funding (FFI – Funding for Inclusion)
Certificate assemblies	Consideration of an alternative curriculum that allows flexibility to teach according to emotional needs (play, creative activities).	
MindMate lessons	Mindfulness lessons – small group	
Buddy schemes	Sensory profile	
Regular small group work with an emphasis on relationships, emotions, social skills and conflict/ resolution.	Circle of Friends intervention	
Mindfulness lessons – whole class	High level of differentiation in behaviour management practice	
Calm learning environment	Identified safe spaces Planned calming routines as needed during the	

	school day	
Keeping in mind techniques	Referral to AIP (Area Inclusion Partnership) for local support intervention Level 1 (in school support)	
Differentiation of behaviour policy to take account diverse needs		
All staff understand the 'arousal cycle' and support the school ethos.		
'Ticktastic' chart – Discuss triggers with the child. Identification of concerning behaviours. 'over the top' rewarding for positive behaviour. Tick for every positive behaviour. Each row gets a sticker which goes on a badge. When the badge is full the child gets a reward. Constant review of the child's behaviour with the child.		
1:1 time with an adult		
Over positivity		
Guinea Pigs – Looking after them to calm down and sooth. Children will open up during this time.		

NB: It is only through extensive assess, plan, do and review within universal and targeted support that we are then able to access services within the specialist sector.