



Social and Emotional Support at Adisham CE Primary School

Wave 4: Intensive Treehouse support & Referral to external agencies

(Although referral to an external agency may occur during any phase if the SENCO deems it necessary). Intensive support: Children at this wave may spend more of their time accessing The Treehouse than their home classroom

Wave 3: Treehouse and Nest outreach

Specialist support from The Treehouse Team and SENCO for parts of the day/week



Wave 1: Universal Provision

A whole school approach to promoting emotional health and wellbeing for all children and young people, including specific consideration for those with SEMH

From little seeds great and wonderful things grow and flourish



Social and Emotional Support at Adisham CE Primary School (including access to The Treehouse support)



Wave 1: Universal Provision

A whole school approach to promoting emotional health and wellbeing for all children and young people, including specific consideration for those with SEMH

- Whole School Nurturing Environment and high quality teaching for all.
- A calm and structured learning environment with nurturing classrooms that promotes emotional health and wellbeing.
- Use of flexible seating to allow all children to focus during class time
- Whole school delivery of RSHE curriculum which has a focus on mental health and wellbeing.
- Daily emotional check-ins through 'Microsoft Reflect' and follow up as needed
- OPAL introduced for all children
- Nurture playground support
- Books available across the school linking to feelings and mental health
- Collective Worship explores different themes across the year
- Pupil voice opportunities across the year and follow up
- Pupils as leaders to encourage aspiration and confidence
- Pupil Leaders have opportunities to represent their community e.g. Parliament day 2025, Young Voices
- Friday celebration worship, gold stars and lanyards awarded to children who consistently demonstrate a school value
- Focus curriculum work through RSHE curriculum on online-safety awareness and workshops to support parents. Project Evolve used weekly
- After school clubs open to pupils across the school, disadvantaged pupils are targeted to join
- Curriculum Enrichment such as Forest School, visitors and visits planner which enhances the curriculum and cultural capital
- Classrooms are considered 'emotionally safe'; there is a sense of warmth, supportiveness and responsiveness to students' individual needs
- All pupils have access to a 'safe place' in school for example access to 'The Quiet Zone or sensory room' during lunchtimes which offers activities and support for all children and young people with a variety of needs and interests
- All staff are aware that they have a responsibility for the development of emotional health and wellbeing of all pupils and they actively promote wellbeing
- QR codes 'Time to Talk' and children have a good understanding of who they can speak to
- Inclusion trolleys available to all children to support emotional regulation
- All KS2 children have their own set of headphones so they can listen to an approved playlist when required



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Wave 2: Class Based Interventions

Children whose needs cannot be met through universal services who require some additional support. e.g. on arrival to school, after an incident at playtime/lunchtime

Strategies: -

- Class Teaching Assistant providing a 'check in' with pupils using Reflect and follow up on orange or red emotions
- Children offered access to 'the sensory room' when required and also timetabled sessions
- Support to manage social situations and resolve conflict between peers, using Restorative Justice, puppets for younger children
- Check in with parents following period of absence - see attendance strategy. Initially the CT will make a well being phone call home
- Sensory circuits used to support emotional regulation for identified children
- Boxall targets used to track children's progress in these areas

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Wave 3: Treehouse outreach

Specialist support from The Treehouse Team and SENCO for parts of the day/week

Strategies:

- Children may access The Treehouse and Nest (in-school AP) at parts of the day, including access to:
- Nurture breakfast
- Sensory room as a soft landing in the mornings
- Lego Therapy sessions
- Attention Autism sessions
- Outdoor learning (Forest school type) activities
- Life skills sessions, e.g Cooking sessions
- Access to The Nest when a low arousal space is required
- social stories for tricky parts of the day, such as transitions
- Visual aids and timetables
- Access to sensory room with Treehouse TA to co-regulate

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Wave 4: Intensive Treehouse support & Referral to external agencies

(Although referral to an external agency may occur during any phase if the SENCO deems it necessary). Children at this wave may spend more of their time accessing The Treehouse than their home classroom

Strategies:

- SENCO Referral to external agencies such as NELFT, Early Help, SALT, OT, EP, School Health, Play therapy/counselling.
- Small group or one-to-one support to support the development of social skills
- Individual visual timetables and now/next boards
- Visual countdowns utilised for those who require support
- Bespoke child-led and centred learning where required
- Transition plan to reintegrate with home classroom in small steps
- Access to The Nest for 1:1 academic learning if required

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