

## Social, Emotional, Mental Health (SEMH) – Core Offer

**Universal approaches** – most children’s needs can be met by using these strategies. Effective use of these strategies will prevent the need for intervention for most children.

Universal Strategies	
<ul style="list-style-type: none"> <li>• Belief in building strong relationships between adults and children.</li> <li>• Have a shared understanding and belief about mental health and anxiety disorders</li> <li>• Opportunities for regular exercise</li> <li>• Opportunities for positive social interactions</li> <li>• Opportunities for play</li> <li>• Whole school ethos</li> <li>• Promote resilience, build self-esteem, growth mindset – particularly in relation to praise</li> </ul>	<ul style="list-style-type: none"> <li>• Build confidence through increased responsibility</li> <li>• Collaborative working with parents</li> <li>• Use of Zones of Regulation across the school</li> <li>• Promotion of general strategies for good mental health</li> <li>• Build sense of belonging for all pupils</li> <li>• PHSE Curriculum</li> <li>• Provide activities that are stress reducing, e.g. games, dance, colouring, gardening, animals, forest school</li> <li>• Positive reinforcement of expectations through verbal scripts and visual prompts.</li> </ul>

**Targeted approaches** – a small group of children will still struggle to manage their difficulties despite effective universal support.

Targeted Strategies	
<ul style="list-style-type: none"> <li>• Exposing to minor challenges to experience success</li> <li>• Developing self help toolkit</li> <li>• Peer mentor / circle of friends</li> <li>• Social Stories</li> <li>• STAR / ABC analysis (exploring triggers)</li> <li>• Safe Place</li> <li>• Distraction</li> <li>• Making an individual plan for anxiety triggers</li> <li>• Developing social skills</li> </ul>	<ul style="list-style-type: none"> <li>• Specific work on building self-esteem and resilience</li> <li>• Use of specific literature eg What To Do When You Worry Too Much, Panicusaurus</li> <li>• Active teaching of relaxation strategies</li> <li>• Active teaching of self-regulation</li> <li>• Size of the Problem / The Incredible 5 Point Scale</li> <li>• Time to talk with a trusted adult</li> <li>• Teaching of breathing techniques</li> <li>• Use of positive affirmations</li> </ul>

**Personalised approach** – Only a few children will need this highly personalised support to make progress.

Personalised approach	
In Class	SENDCo & Family Support Worker
<ul style="list-style-type: none"> <li>• Where possible, make tasks relevant and interesting, linked to the learner’s strengths and development needs</li> <li>• Adopt a Key Person approach</li> <li>• Develop risk assessments and Inclusion Support Plan with parents and the pupil</li> <li>• Play / Art Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Support and signposting for parents</li> <li>• Highly targeted work with children</li> <li>• Lunchtime club – KS1 &amp; KS2</li> <li>• Liaison and supervision of specific and targeted interventions</li> <li>• Advice through Pupil Progress Meetings and informal reviews</li> <li>• Triage and prioritising children to attend external interventions eg Project Salus</li> <li>• Referral to external services</li> <li>• Resourcing targeted interventions</li> </ul>