

IQRA Primary School Social, Emotional and Mental Health Provision Map

Whole school response -quality first teaching (QFT)	Targeted intervention and support for groups Small group, short, focused intervention	Additional, extra or different support – 1:1 Personalised/individualised/specialist intervention
<p>Class rules display</p> <p>Whole class rewards and sanctions (displayed)</p> <p>Photos of children with positive behaviour on wall as prompt (e.g. with hands up, sitting in chair)</p> <p>Positive reinforcements</p> <p>Brain gym activities</p> <p>Visual timetables</p> <p>Circle time</p> <p>VAK (range of teaching styles)</p> <p>Clear success criteria/Learning Outcomes</p> <p>Adult support & position in class (teacher and TA)</p> <p>Child's position in class</p> <p>Effective use of IT by teacher</p> <p>Access to IT</p> <p>Effective use of timer/clock</p> <p>Specific resources e.g. spot on carpet/seat cushions/fidget item/pen grips</p> <p>In class differentiation of work/Differentiated outcomes for activities/reinforcement or extension activities</p> <p>Labelled, organised resources</p> <p>Flexible teaching arrangements</p> <p>Self-check in feelings chart</p>	<p>Lunchtime clubs</p> <p>Small group SEAL work e.g. Silver SEAL materials</p> <p>Time to talk</p> <p>Socially speaking</p> <p>Anger management</p> <p>Re-tracking</p> <p>Box of feelings</p>	<p>Home/school link book</p> <p>Anger management</p> <p>Individual visual timetable</p> <p>Now and Next board</p> <p>Specific behaviour targets</p> <p>Individual reward system</p> <p>Individual copy of class rules</p> <p>Individual playtime rules</p> <p>'Time out' card/area</p> <p>Use of Timer</p> <p>Draw and talk</p> <p>Therapeutic story writing</p> <p>Adult supervision at playtime/lunchtime</p> <p>Clubs</p> <p>Circle of Friends / Buddies</p> <p>Social stories</p> <p>Individual record/daily reports</p> <p>Parental involvement/support</p> <p>Behaviour Support Team</p> <p>CAMHS</p> <p>SEBDOS</p> <p>Educational psychologist</p>