

Social and Emotional Mental Health at Westgate Primary School

Strategic Leadership		
Curriculum/ universal provision	School Targeted Provision	External Targeted Provision
Joanne Hattersley AHT	Marie Colannino SENCo Caroline Eley, Learning Mentor Jayne Chilton, Lead Professional for Autism	Marie Colannino SENCo Helen Carpenter HT

Whole school, graduated approach		
	Whole school Universal Provision	<ul style="list-style-type: none"> • The Westgate Way • Mindfulness • PSHE curriculum (including Mindmate) • Learning Muscles/ Growth Mindset • Whole school rewards system • My Health My School Survey • Healthy Schools Award • School Council/ Pupil Voice • Peer Mediators • Mindmate Ambassadors • Mindmate Lunch Club • Learning Mentor • Worry Box • Dougie, the school dog • Zones of Regulation • Health and Wellbeing Fortnight • Visuals used across all classes • Restorative Practice • Environment Modification across all classrooms • Yoga
	Targeted Provision	<ul style="list-style-type: none"> • Referral to Learning Mentor (group) • Nurture provision (3 staff trained inc Learning Mentor) • Lunch Club • Wellbeing Movement Group ACES
	Personalised and Specialist Provision	<ul style="list-style-type: none"> • Personalised class-based provision including sensory support, visual timetables, now and next, brain breaks. • Calming spaces in school – staff training for use. • Zones of Regulation • Referral to Learning Mentor (1:1) • Early Help PLans • Referrals to cluster for TaMHS counselling • Referrals to cluster for adult counselling • Referrals to cluster for Parent Support Adviser • Referrals to PDC for Intensive Nurture • Educational Psychology • Work with the NWAIP • Joint work with Otley Children’s Centre

Examples of Targeted Provision from Westgate Primary School.

Targeted provision at Westgate Primary School involves both in class and Nurture Room provision.

In class this can consist of a keyworker to meet the child off the playground in a morning, visual timetables, personalised target boards, brain breaks, calm areas with provision specifically for this purpose, step by step task instructions to aid task management or it can be as simple as placing the child's tray first to ensure that the child has easy access to it, or allowing the child to place their belongings in a designated place in the classroom so that they do not have to cope with the busy nature of the cloakroom. Ensuring that the classroom environment is adapted to best suit the child's needs is at the heart of SEMH provision at Westgate

When in class provision needs supplementing further then a referral to our Learning Mentor can take place. This can be as simple as further advice and support over in-class procedures, group support or more intensive 1-1 support both in and out of class. We ensure that as much emphasis is placed on in-class provision by the Learning Mentor as it is as important that clear links are made between intervention that takes place in the Nurture Room and how this is explicitly linked to their in-class behaviour. Support can consist of shared group activities to promote confidence and self-esteem to individual activities to address their range emotions and how to deal with them. Support is tailored towards the child's needs which are assessed through baseline referral forms filled in by class teacher and supplemented by assessments such as Emotional Literacy and SDQ's.