



Universal and SEND Support Strategies and Resources

Social, Emotional, Mental Health

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Social, Emotional, Mental Health (SEMH)

Universal Strategies

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A Graduated Approach

In line with the Graduated Approach outlined in Section B - A Graduated Approach www.bathnes.gov.uk/oap-graduated-approach and in the SEND Code of Practice, 2015 (CoP), settings should begin with high-quality, inclusive teaching and progress through increasingly targeted support based on the assessed need.

Universal Level (HQT/QFT):

- Classroom practice: Review structures, routines, and lesson delivery to ensure consistency, accessibility, and emotional safety.
- Expectations: Revisit Section A www.bathnes.gov.uk/oap-setting-expectations and the setting's expectations for universal, high-quality teaching and learning for all. Identify and address any staff training needs.
- Strategies: Universal strategies listed in Section C should be ordinarily available in all settings.

Targeted Support (SEND Support):

- Assessment: Complete a thorough assessment across all four areas of need. Identify the primary area of need and set SMART targets.
- Provision: Agree on tailored strategies and support.
- Implementation: Deliver targeted interventions and monitor progress using the Assess, Plan, Do, Review (APDR) cycle.

This approach ensures that a CYP with SEND receives timely, appropriate, and coordinated support. It focuses on identifying and addressing underlying needs through a holistic and inclusive lens.

The following sections provide detailed guidance for schools on meeting needs through both universal and targeted SEND support.



Social, Emotional and Mental Health (SEMH) - Universal

Definition

Children and young people (CYP) can experience a wide range of Social, Emotional, and Mental Health (SEMH) needs, which may present as withdrawal, isolation, or challenging and distressed behaviour. These behaviours often signal unmet needs and may reflect underlying mental health issues, such as anxiety or depression, language or communication difficulties, sensory processing differences or experiences of trauma and disrupted attachments.

SEMH needs may sometimes be overlooked when behaviours are interpreted without considering underlying emotional or mental health factors, so it is important to explore underlying causes by talking with the CYP, staff, and parent/carers. Staff should take a strengths-based approach, celebrating individual skills and successes to help build a positive sense of self.

[SEND Code of Practice 2015 \(CoP\)](#)

In line with the outlined Graduated Approach (see Section B www.bathnes.gov.uk/oap-graduated-approach), settings should begin with high-quality, inclusive teaching and progress through increasingly targeted support, based on assessed and identified need.

These strategies are in addition to the whole-setting expectations in Section A www.bathnes.gov.uk/oap-setting-expectations

This section provides a comprehensive range of strategies across key areas, all aimed at supporting CYP with SEMH needs. Creating an inclusive and supportive setting culture is critical and should consider and prioritise:

- [Relationships and Connection](#)
- [Environment, Organisation and Routines](#)

In addition to the above strategies, some CYP may require support to develop skills related to:

- [Emotional Regulation](#)
- [Emotionally Based School Avoidance \(EBSA\)](#)
- [Mental Health](#)

B&NES' SEMH Additional Resources

B&NES' Trauma Informed Guidance

<https://thehub.bathnes.gov.uk/Page/38798>

B&NES' Trauma Informed Guidance provides guidance for settings on adopting trauma-informed, relational approaches to behaviour that promote inclusion, support CYP with SEMH needs, and embed whole-school practices for wellbeing.

B&NES' Trauma Informed And Attachment Aware Ways Of Working

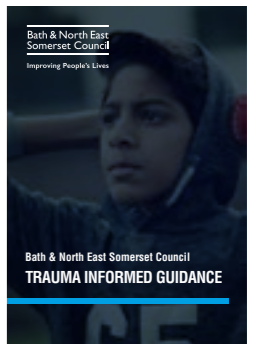
Trauma, caused by repeated stress and prolonged activation of survival responses, can impair brain function, lead to toxic shame, and significantly affect behaviour, making trauma-informed educational settings essential for meeting CYP's SEMH needs.

This toolkit has been designed to support settings in reflecting on strategies and practical methods of supporting CYP who have experienced trauma and difficult circumstances. For example:

- | | |
|--|--------------------------------|
| • Four on the door – support for transitions | • Breathing exercises |
| • Avoiding shame – parts language | • Movement breaks |
| • Building self-esteem | • Now and Next |
| • A calm kit | • PACE Approach |
| • Circle of friends | • Presenting choices |
| • Drawing and Talking | • Quick read profiles |
| • Growth Mindset | • Restorative conversations |
| • The hand of options | • Settled and safe |
| • Helping with grief | • Social skills groups |
| • Helping with separation anxiety | • The Incredible 5 point scale |
| • Keep me in mind | • The learning environment |
| • The key trusted adult | • Use praise thoughtfully |
| • Managing worries | • Wondering aloud |
| • Meet and greet | • Zones of Regulation |

A Graduated Response to SEMH needs should be guided by the B&NES Commitment to Inclusion, Four Tiers of Support <https://thehub.bathnes.gov.uk/Page/38797>

The B&NES' EBSA Guidance provides a structured, evidence-informed framework to support schools in delivering an informed and considered response to CYP presenting with Emotionally Based School Avoidance (EBSA).



Relationships and Connection

Positive Staff-CYP Interactions

- Positive regard demonstrated by all staff towards every CYP, with first interactions prioritised so CYP feel valued and know they are liked by members of staff.
- Meet-and-greet routines and support during transitions, e.g. staff positioned at classroom doors to welcome CYP and provide reassurance during transitions.
- Recognition of individual strengths and interests ensures staff seek opportunities for meaningful connection with every CYP.
- Opportunities for meaningful contribution and positive connections provided regularly across the class and wider community.

Relational Approaches and Emotional Attunement

- Consistency of relational approach practised by all staff, ensures predictability, reliability, and dependability in actions, communication, and emotions.
- Relational approaches such as PACE (Playfulness, Acceptance, Curiosity, Empathy) and WINE (Wonder, Imagine, Notice, Empathy) embedded in daily practice.
- ‘Wondering aloud’ strategies used to promote emotional understanding, e.g. “I wonder if you’re feeling frustrated because that was unexpected?”.
- Responsiveness to CYP expression—verbal, non-verbal, and emotional—used to build trust and connection, e.g. staff notice body language and tone of voice, responding with attuned support such as offering a break or check in.
- Repeated relational experiences prioritised with emotionally available adults to support CYP in moving from blocked trust (not feeling psychologically safe with anyone) to trust, and from self-help to help-seeking.



Peer Relationships and Social Development

- Buddy systems and peer mentoring implemented as two-way support, enabling both CYP to develop empathy, understanding, and acceptance of differences.
- Circle time and tutor sessions structured to enhance emotional literacy and foster a sense of community.
- Monitoring and tracking systems used to identify CYP who need extra support with peer interactions and timely, effective help is provided.
- Confidence in supporting peer interactions helps all staff, e.g. teachers, TAs, LBS guide CYP to manage differences of opinion and resolve conflicts effectively.
- Targeted support for developing peer relationships promotes positive and sustained connections among CYP.

Expression of Concern

- Systems for safe expression of concerns available, e.g. Primary – physical worry box; Secondary – anonymous online form submitted to Designated Safeguarding Lead (DSL) or Senior Mental Health Lead (SMHL).



Environment, Organisation and Routines

Environment

- A predictable, safe, visually calm and well-organised environment is designed to prevent CYP overwhelm and support focus and concentration.
- Distractions minimised to support focus and attention, e.g. reduction of background noise, closing windows/doors, and positioning CYP away from busy areas, where possible.
- Flexible seating arrangements are offered for different lessons and times of day.
- Additional space and seating adjustments, e.g. a double desk, postural support, consistently considered and accommodated to support engagement and focus.
- Access to calm spaces and key adults is available, when needed, for regulation and recovery.

Organisation

- Clearly labelled, accessible resources, e.g. pots, trays, drawers with photos or drawings added on labels, where appropriate, to support independence.
- Strategies in place for requesting breaks enable CYP to step back from tasks when overwhelmed, e.g. verbal cues, visual cues (break card, discreet gestures).
- Timetables, now-and-next boards, change cards, and sand timers used to reduce anxiety and aid understanding of regular transitions.
- Structured alternatives available during unstructured times with staff trained to respond to CYP needs, e.g. lunch clubs, zoned areas.
- Planned recognition of sensory needs includes sensory breaks, sensory accommodations, fidget tools, ear defenders, wobble cushions or alternative seating.
- Movement and sensory breaks (adapted to age/stage) are used to proactively and reactively support engagement, with older CYP encouraged to develop independent strategies throughout the day.

Routines

- Teaching, modelling, and reinforcement of setting routines provides predictability and reduces anxiety, e.g. shared language and expectations for lining up, transitions, and break times used across all staff.
- Known visual and non-verbal signals support routines, with time dedicated to ensuring all CYP recognise and understand them.
- Communication of changes to routine with advance notice occurs as soon as possible.
- Consistent scripted phrases support emotional regulation and understanding, e.g. "Now we are finishing... Next we are going to..." during activity changes.

Emotional Regulation

Early Identification and Regulation Support

- Awareness of the 'flight, fight, freeze, or fawn' responses enable staff to recognise behavioural reactions and implement timely, appropriate interventions.
- Presence of a co-regulating adult who is emotionally available and predictable supports CYP through attuned actions such as making eye contact, positioning nearby without invading personal space, and offering reassurance, e.g. "I am here with you,".
- Analysis of triggers, underlying functions, and behavioural patterns enables staff to plan proactive regulation strategies and timely interventions.
- Development of scripts and social stories for recurring incidents supports consistency of response and enhances CYP understanding through positive, concise language.
- Explicit teaching of self-regulation strategies to whole classes promotes independence and resilience, e.g. breathing techniques and yoga.
- Emotion coaching implemented across the setting strengthens emotional literacy and coping skills.
- Emotional literacy skills explicitly taught, including recognising and naming feelings, understanding causes, and responding in healthy ways, e.g. Zones of Regulation.
- Resilience and problem-solving explicitly taught to all.
- Visuals and structured emotional check-ins used to support communication and regulation, e.g. Zones of Regulation.
- 'Leave with Dignity' options ensure autonomy and safe exits during moments of overwhelm.

Modelling and Communication

- Modelling of calm, respectful, and positive communication sets expectations and tone, even during challenging situations.
- Narration of healthy emotional responses provides CYP with clear examples of regulation strategies.
- Self-awareness of own emotional state by staff ensures they regulate themselves before responding to CYP, maintaining calm and supportive interactions.
- Slowed pace, gentle tone, and active listening used to promote processing time and build trust.
- Non-confrontational body language and affirming language employed to reduce escalation and foster psychological safety.



Curriculum and Learning Design

- Resilience, independence, and growth mindset integrated into the curriculum to promote confidence and perseverance.
- Intrinsic and extrinsic rewards considered by staff ensure that intrinsic motivators are prioritised when engaging CYP, fostering sustained motivation and personal growth.
- Recognition that success breeds motivation drives staff to ensure CYP experience daily, independent success, promoting confidence and engagement.
- Lessons designed to stimulate curiosity and engagement encouraging active learning and motivation.
- Effort, process, and learning behaviours celebrated to reinforce perseverance, creativity, and collaboration.
- Safe opportunities to make and learn from mistakes provided, normalising error and building resilience.
- Strengths-based and interest-led learning opportunities enhance relevance and motivation for CYP.
- Meaningful classroom roles assigned to foster sense of belonging and purpose.
- Aspirations and future goals utilised to engage and motivate CYP, strengthening connection to learning.

Relational and Restorative Practice

- Restorative ‘reflect, repair, rebuild’ opportunities guarantee a fresh start following incidents.
- Appropriate alignment or allocation of staff to support CYP’s needs and preferences, fostering trust and engagement.
- Access to safe spaces and trusted adults for CYP when emotional regulation is needed.
- Buddy systems and peer mentoring promotes empathy, understanding, and acceptance of differences.

Sensory

- Preventative and responsive planning to sensory overwhelm.
- Alerting, organising and calming activities provided and used proactively to meet fluctuating levels of engagement as a whole-class strategy or sensory circuit, e.g. movement breaks during lessons of prolonged static listening, calming music to support focus.
- Conversations are encouraged about bodily feelings and how these impact emotions and behaviour.
- The potential intensity of the school day is understood and promoted, including sensory demands, and the impact this can have on learning and engagement.
- Sensory breaks used (adapted to age/stage) to support engagement. Encourage older CYP to develop strategies that can be carried out independently throughout day.
- Sensory tools accessible and offered for CYP to use, e.g. fidget tools, chewable jewellery, weighted item as part of their sensory ‘toolbox’ strategies, to support focus, wellbeing, and engagement. CYP are taught when and how to use tools appropriately, e.g. during independent work, transitions, or when feeling overwhelmed.

Emotionally Based School Avoidance

Please read in conjunction with B&NES’ EBSA Guidance.

- Emotional wellbeing, inclusion, and a sense of belonging are promoted across the whole setting.
- Early detection of non-attendance patterns and EBSA indicators with proactive support and signposting for parent/carers.
- Early intervention and supportive approaches are guided by an understanding that EBSA is not a behavioural choice but a complex response to internal and external stressors, including (but not limited to) anxiety, trauma, neurodivergence, and environmental factors within the setting or home.
- An EBSA-aware staff member designated as a key point of reference for CYP and parent/carers.
- Consistent, sensitive, and curious language used by all when discussing non-attendance, avoiding judgment and focusing on understanding barriers.
- Reliable follow-through on agreed actions is used to build trust with parent/carers.
- School Aged Health Service resources routinely shared with parent/carers to support understanding and management of anxiety.
- B&NES’ Child and Family Health App signposted to parent/carers to enable access to early help services, mental health resources, and local support options.
- Trusted CYP/staff relationships, reinforced by low-pressure check-ins and consistent validation and acceptance of the CYP’s feelings.
- CYP voice gathered through gentle, curious approaches, asking questions such as, “What helps right now?” to inform support planning.
- CYP voice centred in planning and decision-making, ensuring support is co-produced and responsive to individual needs.
- Proactive, relationship-based transition planning for CYP with known vulnerabilities.



Mental Health

- Regular assessment of whole-setting provision using the B&NES' Mental Health and Wellbeing Audit <https://thehub.bathnes.gov.uk/Page/11033>.
- Risk factor identification and monitoring of warning signs for mental health issues embedded in staff practice. Staff aware of escalation procedures for concerns regarding CYP wellbeing.
- Screening tools and wellbeing check-ins are utilised to identify needs at the earliest stage.
- Wellbeing provisions are selected for specific impact, with baseline and exit data evaluated.
- Clear pastoral systems ensure CYP are well known to staff teams.
- Acknowledgement and positive greetings for CYP during arrival and transition times.
- Timely support accessible to CYP from an appropriate adult.
- Access to safe spaces and trusted adults for CYP when emotional regulation is needed.
- Emotional literacy skills explicitly taught, including recognising and naming feelings, understanding causes, and responding in healthy ways, e.g. Zones of Regulation.
- Resilience and problem-solving explicitly taught to all.
- Restorative 'reflect, repair, rebuild' opportunities guarantee a fresh start following incidents.
- Proactive internal referrals for support follow clear procedures.
- Wellbeing workshops and information sessions for parent/carers develop awareness.
- The impact of sleep on mental health is considered to proactively signpost for further guidance and support.
- The impact of diet/food on mental health is considered to proactively signpost for further guidance and support.
- Local mental health services are used to enhance provision, e.g. B&NES Get Mental Health and Wellbeing Support for CYP.



Resources - Evidenced-based advice and interventions

Relationships and Connection

B&NES' Trauma Informed Guidance - This document provides policy guidance on trauma-informed approaches to behaviour for educational settings in B&NES.
https://www.bathnes.gov.uk/sites/default/files/2024-10/4083.BNES%20Trauma%20Informed%20Guidance_web.pdf

Relational Approaches - Moving from Behavioural to Relational Responses
<https://beaconhouse.org.uk/wp-content/uploads/2021/12/Behavioural-to-Relational-Responses-at-School.pdf>

PACE - Playfulness, Acceptance, Curiosity, Empathy
https://girfec.fife.scot/_data/assets/pdf_file/0024/48903/PACE-School.pdf

WINE - I wonder, I imagine, I notice, empathy
https://www.traumainformedschools.co.uk/images/WINE_Sentence_stems_6.pdf

EEF – Supporting Attendance - Build a Culture of Community and Belonging for pupils
<https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils/>

Capturing CYP Voice

PATH Process
<https://www.kirkleeslocaloffer.org.uk/sendco-professional-information-and-resources-page/support-plans-i-apdr-msp-s-iep-s/path-planning-alternative-tomorrows-with-hope/>

The Ideal School
<https://www.shropshirelg.net/media/50ihc0ly/the-ideal-school-resource.pdf>

School Wellbeing Cards
<https://www.schoolwellbeingcards.co.uk/>

Environment, organisation and routines

Education Endowment Foundation Blog - Routine reset or routine re-teach?
<https://educationendowmentfoundation.org.uk/news/eef-blog-routine-reset-or-routine-re-teach>

Emotional Regulation

SASS (Special Autism Support Service - Emotional Regulation)

<https://padlet.com/SASSBathnes/emotional-regulation-au5qi87jvh8ac6tr>

What Survival Looks Like in Secondary School by Mark Thorley and Helen Townsend

<https://beaconhouse.org.uk/wp-content/uploads/2019/09/Survival-In-Secondary-School.pdf>

The “fight, flight, freeze, and fawn” responses are automatic, instinctive reactions to perceived threats or dangerous situations, rooted in our evolutionary past. For CYP who have experienced trauma, these responses work differently due to their past experiences. Thorley and Townsend explore each one with suggestions about how to manage in the classroom.

Childhood Trauma and the Brain

<https://www.youtube.com/watch?v=xYBUY1kZpf8>

A short animation describing what happens in the brain after CYP face traumatic experiences in childhood, like abuse and neglect. This animation was developed by Professor Eamon McCrory and is a part of the Childhood Trauma and the Brain resource. Great to share with whole staff teams, governors etc.

Emotional Literacy Support Assistant (ELSA) Network

<https://www.elsanetwork.org/>

National and local information about the ELSA programme and how it supports CYP with temporary or longer-term emotional needs.

SEMH

<https://semh.co.uk/>

A site designed in 2016 to bring education staff together on the topic of SEMH and explore the best methods to support CYP with SEMH.

Comic Strip Conversations

<https://www.sirona-cic.org.uk/children-services/wp-content/uploads/sites/4/2023/08/TK02-Comic-Strip-Conversations-Top-Tips.pdf>

A visual communication tool that uses simple drawings to help CYP understand social situations, different perspectives and emotions.

Social Stories

<https://carolgraysocialstories.com/social-stories/>

A type of social script, a short, personalized narrative used to help individuals, particularly those with autism, understand social situations, new experiences, and expectations by providing clear, descriptive information about what to expect and why.

Circle of Friends

<https://www.edplace.com/blog/send/how-to-create-a-circle-of-friendship> and <https://www.inclusive-solutions.com/circles/circle-of-friends>

An intervention aimed primarily at improving the inclusion of CYP with SEND within schools and classes. It works by gathering the CYP's peers in a circle of friendly support to help the CYP with their problem solving.

Restraint Reduction Network- Post Incident Debriefing Guidance for staff working with autistic young people

<https://restraintreductionnetwork.org/wp-content/uploads/2022/06/Post-Incident-Debriefing-Guidance-for-staff-working-with-autistic-people-or-people-with-learning-disabilities.pdf>

The Post-Incident Debriefing and Support Toolkit aims to promote rights respected care by increasing and improving support provided to CYP post-incident.

Dan Siegel's Hand Model of the Brain

<https://drdaniel.siegel.com/hand-model-of-the-brain/>

Hand Model of the Brain - Explained for CYP

<https://www.youtube.com/watch?v=Kx7PCzg0CGE>

Helping Your Child with Anger written by Rebecca Labrum

<https://www.bsmhft.nhs.uk/wp-content/uploads/2023/08/Helping-your-child-with-Anger.pdf>

Information regarding Therapeutic Stories

<https://semh.co.uk/social-emotional-and-mental-health-semh/therapeutic-stories-semh/>

Emotionally Based School Avoidance

EdPSychED Resources - Resources shared by Dr Jerricah Holder (Child & Educational Psychologist)

<https://www.edpsyched.co.uk/ebsa-schools-resources>

ELSA Support - EBSA Resources

<https://www.elsa-support.co.uk/ebsa-emotionally-based-school-avoidance/>

Anna Freud – School Attendance and Mental Wellbeing

<https://www.annafreud.org/resources/schools-and-colleges/school-attendance-and-mental-wellbeing/>

Not Fine in School

<https://notfineinschool.co.uk/>

A range of resources for professionals and parent-carers about barriers that lead to school avoidance/attendance.

SEND and YOU SENDIAS - EBSA - Frequently Asked Questions

<https://www.sendandyou.org.uk/wp-content/uploads/2022/03/EBSA-Frequently-asked-questions-updated-version-19.09.2024.pdf>

SASS Padlet – Parent/Carers Support including EBSA

<https://padlet.com/SASSBathnes/parent-carer-support-uzhhseaosf0q4r9l>

DfE Summary of responsibilities where a mental health issue is affecting attendance - February 2023

https://assets.publishing.service.gov.uk/media/63ee20a3d3bf7f62e5f76ba4/Summary_of_responsibilities_where_a_mental_health_issue_is_affecting_attendance.pdf

This guidance applies to any CYP displaying any SEMH issue that is affecting their attendance. It is not only for CYP who have a diagnosed mental disorder, or a disability or SEND.

Mental Health – Resources**B&NES' Mental Health Support Team**

<https://oxfordhealth.nhs.uk/camhs/banes/mhst/>

School Nursing Service

<https://livewell.bathnes.gov.uk/young-people/school-nurses-school-aged-health-service-5-19-years>

Email: BATHNES.schoolnursing@virgincare.co.uk

Tel: 01225 831 666

B&NES' Child & Adolescent Mental Health Service (CAMHS)

<https://www.oxfordhealth.nhs.uk/camhs/bath/>

Tel: 01865 903 889

Off the Record (counselling service)

<https://www.offtherecord-banes.co.uk/about-us>

Tel: 01225 312481

Beacon House Resources

<https://beaconhouse.org.uk/resources/>

This website offers a wide array of freely available downloadable materials designed to support the healing of trauma and adversity.

Anna Freud

<https://www.annafreud.org/about/>

Work in collaboration with CYP, their parent/carers and communities and mental health professionals to transform CYP and parent/carers' mental health.

MindEd (the MindEd programme)

<https://www.minded.org.uk/>

The UK's first comprehensive systematic review of e-mediated therapies and computer-based applications for the prevention and treatment of mental health problems, and substance misuse.

Young Minds

<https://www.youngminds.org.uk/>

Provides advice and information on programmes to support positive mental health and emotional wellbeing in CYP.

Kooth

<https://www.kooth.com/>

Award-winning online supports for CYP to help them better understand mental health. Online counselling and supervised chat rooms. Useful articles, further contact details and easy referral processes.

Youth in Mind

<https://youthinmind.com/>

Strengths and Difficulties questionnaire to support identification of social, emotional needs.

Young Minds

<https://www.youngminds.org.uk/young-person/medications/>

Various mental health support mechanisms for CYP. Some particularly good resources for understanding medication.

Relate

<https://www.relate.org.uk/>

Relationships counselling for CYP.

Beating Eating Disorders UK

<https://www.beateatingdisorders.org.uk/>

Advice for anyone dealing with eating disorders.

Child Bereavement UK

<https://www.childbereavementuk.org/>

Provides information to support bereaved CYP, schools and staff.

Winston's Wish

<https://winstonswish.org/>

Offers accessible online grief support to CYP across the UK.

Minds Ahead - Developing CYPs' resilience in the classroom

<https://www.mindsahead.org.uk/wp-content/uploads/2023/01/How-can-teachers-develop-children-and-young-peoples-resilience-in-the-classroom-.pdf>

General**EEF Selecting Interventions for pupils with SEND**

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions?x-craft-live-preview=61bd011dbcab3de68fce89ff8b99b04e4bcf872be96b3d086e964c1d0aec679ggtxqygav>

Whole School SEND Teacher Handbook

<https://www.wholeschoolsend.org.uk/resources?title=teacher%20handbook>

Whole School SEND Interactive Teacher Toolkits

<https://www.wholeschoolsend.org.uk/toolkits>

Whole School SEND CPD and events

<https://www.wholeschoolsend.org.uk/events>

B&NES' EPS Provision Bank

<https://livewell.bathnes.gov.uk/sites/default/files/2025-11/EPS%20Evidence%20Informed%20Assessment%20and%20Provision%20Bank%20November%202025%20V1.pdf>

B&NES Specific**B&NES' Inclusion and SEND Service**

<https://www.bathnes.gov.uk/inclusion-and-send-advice-service>

Support and training for any professional working with CYP with SEND needs.

Report a safeguarding concern regarding a CYP in B&NES

<https://www.bathnes.gov.uk/report-concern-about-child>

B&NES' Early Help

<https://www.bathnes.gov.uk/get-early-help>

Access to a range of resources and the Early Help Allocation Panel. This can be accessed through the report a concern webpage (as above).

B&NES' Connecting Families

<https://app.bathnes.gov.uk/webforms/childrens-centre-services-request-for-support/>

Support for CYP and parent/carers with multiple needs.

B&NES' Child and Adolescent Mental Health Service

<https://oxfordhealth.nhs.uk/camhs/banes/bsw-spa/>

B&NES' Mental Health Support Team

<https://thehub.bathnes.gov.uk/Page/22333>

B&NES' Virtual School

<https://www.bathnes.gov.uk/bath-north-east-somerset-virtual-school>

Support for looked after CYP and those with social care involvement.

B&NES' Attendance and Welfare Support Service

<https://thehub.bathnes.gov.uk/Page/4919>

B&NES' Traveller Education Service

<https://thehub.bathnes.gov.uk/Article/150142>

COMPASS B&NES

<https://www.bathnes.gov.uk/sites/default/files/Compass%20Referral%20Form.pdf>

For CYP at risk of offending.

B&NES' Violence Reduction Partnership

<https://www.bathnes.gov.uk/violence-reduction-partnership-vrp>

Various services supporting CYP at risk of offending.

Avon & Somerset Police

<https://www.avonandsomerset.police.uk/forms/vul>

Referrals for CYP at risk of Child Criminal Exploitation (CCE) or Child Sexual Exploitation (CSE).

<https://www.avonandsomerset.police.uk/your-area/>

Police Community Support Officers (PCSOs) can deliver in school support through assemblies, classroom visits or work with small groups or individuals.

Young Victims

<https://youngvictims.org.uk/about-young-victims-service>

Support for CYP who have been victims of crime.

Black Families Education Support Group

<https://www.educationequals.org.uk/>

Black families' education support group – school-based mentoring for CYP and training for staff. Offer advice to parent/carers.

SARI

<https://saricharity.org.uk/>

Provides support to anyone who is a victim of hate crime across B&NES. A variety of support options and education opportunities exist.

Developing Health and Independence

<https://www.dhi-online.org.uk/get-help/young-peoples-drug-alcohol-services>

Includes support for CYP using drugs.

B&NES' Parent Carer Forum

<https://livewell.bathnes.gov.uk/bnes-parent-carer-forum>

A group of parents, professionals and carers of CYP with SEND within B&NES who meet regularly to discuss improving services for CYP.

Diagnosed Conditions**About ADHD**

<https://adhduk.co.uk/about-adhd/>

ADHD support for parent/carers, CYP and professionals.

Specialist Autism Support Service (SASS)

<https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send/autism/specialist-autism-support-service-sass>

Commissioned by B&NES to support autistic CYP up to the age of 25. The CYP they support must have a diagnosis of Autism/Autistic Spectrum Disorder and have a B&NES' home address.

National Organisation for FASD (Foetal Alcohol Spectrum Disorder)

<https://nationalfasd.org.uk/learn-more/practitioners/educators/>

National FASD, founded in 2003 is a source for information on FASD to the general public, press and to medical and educational professionals. There is a section for Educators and a PDF document with valuable information about how to teach a CYP with FASD.

SEMH - SEND SUPPORT**Relationships and Connection**

- Key member of staff assigned, with regular time to build the relationship, ensuring the CYP knows they are a main point of contact for support.
- Dedicated connection time scheduled between CYP and key staff members, such as the class teacher/tutor/pastoral lead, e.g. a weekly 'connection slot' is used for informal discussion, shared reading, playing a game, or interest-based activities.
- Small gestures of connection show the CYP they matter, such as staff mentioning something they remember about CYP or asking them to look after a small item.
- Transitional objects like a key ring, note, special pen or small item from home help maintain a sense of connection when parent/carers or key staff are not present. See resources like the book 'The Invisible String' to support.
- Relationship-building prioritised around key transition points, e.g. scheduling regular meet-and-greet sessions with new staff before a transition occurs.
- Home-school communication maintained regularly to support consistency and trust, e.g. weekly updates shared via email/communication books, including positive feedback and key information.
- Specific role and/or responsibility of significance assigned to CYP to promote belonging, mattering, and connection, e.g. a library helper. This role should be linked to an area of strength/interest/target for the CYP.
- Bespoke activities planned to develop self-esteem, e.g. art projects, gardening, coding challenges, or drama performances to allow CYP to experience success and showcase abilities.
- Kindness recognised and celebrated by noticing friendly or helpful behaviour and recording these moments in a 'friendship book' to reinforce positive social interactions.
- Peer relationships and social skills developed, e.g. turn-taking, listening, and extending play routines through bespoke role play, social stories, and positive scripts.
- Structured interventions to develop social skills, e.g. programmes such as Lego Therapy, Talkabout, or Socially Speaking delivered in small groups to build communication and empathy.
- A structured 20/20/20 lunchtime schedule is implemented and monitored, allocating 20 minutes for outdoor activity, 20 minutes for eating (with the option of a quieter space if needed), and 20 minutes for indoor play with a more structured choice of activities.
- Reflective reminders of past successes by revisiting times the CYP made good choices or handled situations well to build confidence and self-esteem.

Capturing CYP Voice

Capturing the voice of the CYP is a critical component in planning appropriate provision; however, it often requires a skilled and attuned member of staff to achieve this effectively. The cognitive processes involved in identifying personal preferences and articulating them to others can be complex, and many CYP may not yet have developed these skills sufficiently to respond directly to questions about their school or home experiences. Direct questioning can sometimes heighten stress and anxiety, making it essential to use sensitive, CYP-centred approaches.

- PATH Process (Planning Alternative Tomorrow's with Hope): Applied to explore and incorporate CYP aspirations into provision planning.
- Ideal School Exercise: Used to capture the voice of the CYP by exploring their vision of an ideal school environment. This helps staff understand CYP priorities, values, and needs to inform planning and provision.
- CYP Centred Sorting Cards: Implemented to identify CYP views on wellbeing and areas requiring support.
- A 5 Can Make Me Lose Control: Utilised as a visual tool to help CYP communicate emotional states and triggers, supporting self-awareness and regulation.
- Regular Informal Check-In Sessions: Conducted to maintain ongoing dialogue, monitor emotional wellbeing, and capture CYP voice over time.



Environment, Organisation and Routines

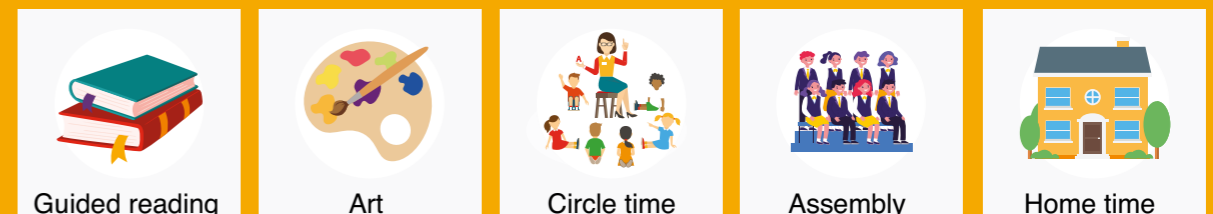
Environment

- Environment audit undertaken with CYP to identify and support sensory needs effectively.
- Visually calm and uncluttered main learning wall to reduce visual sensory input and prevent overstimulation.
- Strategic seating arrangements position CYP near the front or in clear sightlines of staff, or quiet corners are provided for those who become overwhelmed.
- Specific seating arrangements planned to minimise distractions for CYP and optimise focus, e.g. position CYP away from high-traffic areas to reduce sensory overload/hypervigilance.
- Designated quiet space identified for withdrawal if needed, with a clear reintegration plan. This space may involve support from a specific adult and not necessarily a physical space.
- Sensory tools accessible and offered for CYP to use, e.g. fidget tools, chewable jewellery, weighted items, as part of their personalised sensory 'toolbox' strategies, to support focus and self-regulation.

Organisation

- Personalised workstation or individual desk available to provide CYP with structure, routine, and a calming environment. Some CYP will benefit from both a workstation and a regular space alongside their peers.
- Personalised visual timetables are utilised to support CYP in understanding the structure of the day.
- Flexible structuring of learning activities, adjusting timings, duration, and providing proactive, regular breaks to meet individual needs.
- Personalised visual planners provided to aid task completion and reinforce daily routines.
- Planned executive functioning provision to support attention, working memory, inhibitory control, planning, organisation, cognitive flexibility, and emotional regulation.
- Adapted homework deadlines for individual CYP facilitated through clear expectations, personalised planning of tasks into manageable chunks, and consistent check-ins to monitor progress and provide support.

Afternoon



Routines

- Tailored, bespoke support on expectations and routines.
- Bespoke teaching of verbal and non-verbal cues supports CYP understanding of classroom routines and promotes predictable, structured engagement.
- Explicit teaching and practise of alternative strategies to calling out, using visual reminders and tools such as jotters for note-taking, introduced outside the classroom through intervention before applying in lessons. Social stories and scripts can support this.

Emotional Regulation

Emotional Regulation and Self-Awareness

- Self-regulation toolkit engages CYP in identifying and practising techniques that promote regulation, supported by visuals or photographs for communication during overwhelm, with triggers and strategies taught and routinely rehearsed when the CYP is regulated.
- Bespoke teaching of what different emotions and responses may look like.
- Small group teaching of recognising, naming, and expressing emotions.
- Potential triggers are recognised, and de-escalation strategies taught, when CYP is regulated.
- Emotional brain responses are explicitly taught, using models like Dr Dan Siegel's 'Hand Model of the Brain' to help CYP understand what happens when strong emotions overwhelm them.
- Structured, evidence-based interventions used to develop emotional literacy and self-regulation skills, e.g. Zones of Regulation, The Incredible 5-Point Scale.
- Anger management strategies (age/stage appropriate) used to help CYP understand and manage anger positively, e.g. A Volcano in My Tummy, Starving the Anger Gremlin.
- Staff model, narrate, and normalise their emotional responses to demonstrate healthy coping strategies.
- Food-based regulation is understood by staff and provided.
- Therapeutic stories and activities are utilised to support CYP in connecting with unresolved feelings influencing their behaviour.

Safe Spaces and Transition Support

- Clear plans for safe space access and reintegration are provided, e.g. CYP uses a card to leave the room when overwhelmed and follows a reintegration routine afterwards.
- Provision of safe spaces with access to a trusted member of staff, calming tools, e.g. weighted blanket, sensory items, and a visual schedule for reintegration into class.
- Support is provided before, during and after transitions to reduce anxiety and maintain regulation.
- Structured alternatives are offered during unstructured times to reduce anxiety and prevent overwhelm, e.g. bespoke schedules or menus of activities with limited choice.

Trusted Relationships and Restorative Practice

- Regular 'check in' opportunities with a trusted member of staff (supported by a team approach to avoid over-reliance on one adult).
- Trusted key staff relationship reinforced by consistent validation and acceptance of CYP's feelings.
- Restorative practices implemented which prioritise relationships, give CYP a voice, and create a supportive environment for repairing harm and resolving conflict.
- Emotionally attuned adults available for co-regulation ensure CYP receive timely support to manage emotions and restore regulation when needed.

Targeted Support and Environmental Adjustments

- Targeted support and environmental adjustments are informed by an identification of triggers, functions and patterns of CYP's responses. This information is shared with all appropriate staff.

Example: A CYP who kicks when overwhelmed is offered access to a trampette or a designated movement break to safely release energy.



Social Skills and Peer Support

- Explicit teaching of social skills through modelling and practise of key phrases, e.g. "Can I join in?".
- Small group instruction in turn-taking, reinforced in class using structured activities like board games, role-play, or conversation circles.
- Visual supports and scripts such as flowcharts or prompts used, e.g. "What to do if I feel anxious," in planners or on desks.
- Personalised social stories and comic strip conversations provided to support reflective conversations and perspective-taking after incidents.
- Instruction in interpersonal problem-solving, including teaching negotiation language, e.g. "I understand your idea, but can we try mine after?".
- Personal buddy or (rotating) peer support system implemented to provide access to peer support for CYP with SEMH needs.
- Social knowledge programmes delivered using structured interventions, e.g. Time to Talk, Socially Speaking, Talkabout.
- Circle of Friends used as an intervention to improve inclusion of CYP with SEND within settings. It works by gathering the CYP's peers in a circle of friendly support to help the CYP with their problem solving.



Regulation and Engagement Strategies

- Calm, firm and consistent approaches to managing learning behaviour are used, related to rewards that are motivating for individual CYP.
- The Pause Button strategy is used: 'press pause' if the CYP is not engaging and present them with an alternative activity, reducing the anxiety of not completing a task in one go.
- Deliberate distraction is utilised as a planned short-term response, before regulation and restorative conversations, e.g. staff use planned humour, games, or light-hearted interactions to redirect and calm an overwhelmed CYP.
- Independent success prioritised which ensures provision is planned so that all CYP experience daily opportunities to achieve success.
- Intrinsic motivators are understood for individual CYP and used by staff to inform planning of effective provision which engages, motivates, and builds self-esteem.
- Calm and non-threatening body language implemented, e.g. standing beside the child rather than directly in front or over them, to promote safety and respect.

Sensory

- Individual responses to sensory systems (Proprioception, Interoception, Vestibular, Olfactory, Gustatory, Tactile, Auditory, Visual) have been identified, with personalised adaptations made, e.g. an alternative space for lunch to avoid smells and sounds of lunch hall.
- Personalised strategies, e.g. sensory circuits, are planned to prevent and respond to CYP when over- and/or under-stimulated, tailored to individual profile.
- Targeted teaching of bodily feelings and sensations support CYP to understand own sensory profile and create methods to support self-regulation.
- Personal sensory demands of day are mapped out and bespoke strategies created to support independence, with recognition of the most challenging times, e.g. lunchtime, changeover of lessons.

Setting-Based Interventions

Baseline and end-point assessments are in place to measure impact and progress.

1. **ELSA (Emotional Literacy Support Assistant)** - Targeted support to help CYP develop emotional understanding, resilience, and coping strategies.
2. **THRIVE** - Structured approaches to promote social and emotional development through tailored activities and relational support.
3. **Play Therapy** - A qualified Play Therapist delivers sessions to encourage emotional expression, communication, and developmental growth in a safe environment.
4. **Mentoring** - Guidance, positive role modelling, and connection prioritised to support personal growth and aspirations.
5. **Forest School** - Integrates nature-based learning to foster engagement, self-regulation, and wellbeing through outdoor experiences.
6. **Wellbeing Activities** - Gardening, boxing, cooking, or animal care opportunities build responsibility, confidence, and emotional regulation.
7. **Sports Mentoring** - Opportunities to develop teamwork, resilience, and self-esteem through structured sports activities.
8. **Counselling** - Professional support available to address mental health needs and promote emotional wellbeing.
9. **Sensory Circuits** - Implemented as a preventative approach to support regulation and readiness for learning.
10. **Drawing and Talking Therapy** - Supports emotional processing and communication through creative expression.



EBSA (Emotionally Based School Avoidance) Strategies

- Compassionate, trauma-informed and responsive support that validates the CYP's feelings and tackles anxiety's root causes through relationship-building, gradual exposure, and collaborative, tailored approaches is utilised.
- A lens of risk and resilience is utilised to contextualise EBSA for the CYP.
Risk factors: elements that may increase the likelihood of barriers to attendance.
Resilience factors: protective elements that can support a CYP's ability to attend and engage with school.
Understanding of these factors is used to guide a CYP's focused and supportive intervention.
- Belonging and mattering strategies are embedded within a CYP's APDR cycles.
- CYP voice at the centre in planning and decision-making, ensuring support is co-produced and responsive to individual needs.
- Insights from key staff are utilised to build a full understanding of the CYP's EBSA experience and generate ideas for positive change.
- Flexible and personal reintegration planning supports a gradual return to setting, with recognition of potential setbacks, e.g. beginning with short visits and building up attendance.
- Proactive, relationship-based transition planning reduces anxiety during changes in setting, for example through extra visits, visual timetables, and social stories before moving to a new class or setting.
- Flexible adjustments implemented where appropriate, e.g. quieter entrance, visual timetable, ELSA sessions.
- Speech and Language assessment/sensory screener/needs-led pathway considered as a priority to better understand and support CYP's emotional wellbeing and engagement in school.
- Personalisation of CYP and parent/carers' support is tailored to CYP needs and family context, e.g. a flexible start time offered, and a named adult identified to support with transitions.
- Acknowledgement of emotional impact on parent/carers ensures support is offered through a consistent point of contact and relevant signposting, such as directing families to parent/carers' support groups.
- Targeted Anxiety resources are used to support CYP and parent/carers, increase understanding and promote effective coping strategies.
- Grounding techniques are developed and practised (when CYP regulated) to support with anxiety in the moment of transitions into setting.
Example: 5-4-3-2-1 sensory method: Identify 5 things you can see, 4 you can feel, 3 you can hear, 2 you can smell, and 1 you can taste.
Deep breathing: Slow, intentional breaths calm the nervous system and reduce fight-or-flight responses.
Visualization: Imagine a safe place or calming scene in detail, engaging all senses.
- Scripts and Social Stories ensure a consistent approach is given to CYP during daily transitions.
- Early Help and Multi-Agency Collaboration is initiated promptly when EBSA indicators are present, for example through AWSS or completion of an Early Help assessment.

Mental Health Support

Intervention tracking with entry and exit data is implemented to measure progress effectively, with oversight provided by the Senior Mental Health Lead (SMHL).

Clear referral pathways and timely access for internal and external support services and specialist interventions.

A range of local and national services are available to support the mental health and wellbeing of CYP

B&NES' Get Mental Health and Wellbeing Support

<https://www.bathnes.gov.uk/get-mental-health-and-wellbeing-support-children-and-young-people>

The Hub

<https://thehub.bathnes.gov.uk/Page/20800>

The Hub provides comprehensive resources to promote positive mental health and wellbeing in schools. These include:

- National and local guidance
- Teaching and learning resources
- Staff wellbeing and professional development materials
- Sources of support for CYP.

Targeted Mental Health Interventions in Schools

1. **ELSA (Emotional Literacy Support Assistant) / Thrive:** Targeted programmes to develop emotional literacy, resilience, and social-emotional skills.
2. **Education Mental Health Practitioner (EMHP):** Provide early intervention and support for mental health and wellbeing within certain educational settings.
3. **Drawing and Talking Therapy:** Utilises creative expression to help CYP process emotions and experiences in a safe and structured environment.
4. **Play Therapy:** Delivered by a qualified therapist to promote emotional expression, communication, and developmental growth through play-based approaches.
5. **Art/Music Therapy:** Uses creative arts to support emotional regulation, self-expression, and mental wellbeing.
6. **Counselling or Mentoring:** Offers structured emotional support, guidance, and positive role modelling to address individual needs.
7. **CBT (Cognitive Behavioural Therapy):** Evidence-based intervention to help CYP identify and change unhelpful thoughts and behaviours, improving emotional regulation and coping strategies.

Alternative Offer/Provision

Setting Based

- **Nurture Group**

A nurture group is a small, setting-based class for CYP with SEMH needs, providing a nurturing, home-like environment, with tailored support to build skills for mainstream learning. Generally, Nurture Groups use Boxall Profile Assessment and the principles from Nurture UK.

<https://www.nurtureuk.org/>

<https://www.boxallprofile.org/>

- **Internal Alternative Provision**

An Internal Alternative Provision is setting-based, offering structured, on-site support for CYP with SEMH needs and/or learning challenges. It should act as a temporary alternative to mainstream lessons to prevent exclusion and help reintegrate back into regular classes. It is a whole-setting strategy, providing tailored interventions, emotional support, and skill-building in a safe, low-stimulation environment, aiming to address barriers to learning and foster successful reintegration, rather than isolating CYP.

- **Enhanced Learning Provision (ELP)**

An Enhanced Learning Provision is a setting-based provision, offering a quieter, low-arousal environment, with bespoke support for CYP with a range of specific SEND needs, helping them build the skills needed to manage successfully in mainstream settings.

External Alternative Provision

Alternative Provision (AP) is defined as:

“Education arranged by local authorities for children of compulsory school age who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; alternative provision can also be used by schools for children on a suspension (fixed period exclusion); and for children being directed by schools to offsite provision to receive education intended to improve their behaviour” (Arranging Alternative Provision Statutory Guidance for Local Authorities. DfE February 2025).

There are different types of AP:

- 1) Short-term, preventative interventions are provided for CYP for a fixed period of time only with the aim of successful re-integration to mainstream or specialist provision. Provision is only for a time-limited period, normally between 6 – 12 weeks and either full-time or part-time, with the remainder of the education offer being delivered by a mainstream/special school.
- 2) Short-term provision for CYP who have been permanently excluded. Provision is from day 6 of the permanent exclusion (sooner for looked after CYP) until the exclusion process is complete and a new placement has been secured.
- 3) Short-term provision for CYP with no school roll or access to education.
- 4) Long-term, full-time individual learning placements for CYP. These placements will only be agreed in exceptional circumstances and likely to be for year 6 or year 11 CYP, to take them to the end of that key stage.

Lansdown Park Academy (LPA)

LPA is a Pupil Referral Unit / Early Intervention Base in Stockwood, South Bristol.

They offer an ‘Outreach’ programme where CYP are supported through weekly intervention sessions but remain at their home setting.

They also provide an ‘In-reach’ programme for CYP from KS1-3 who require additional support around their behaviour. CYP receive a tailored curriculum that supports them to re-engage with education and helps prepare and plan for their next steps.

St. Matthias Academy

St Matthias Academy is a secondary AP serving Bristol and B&NES.

CYP are admitted to St Matthias Academy by one of three routes:

- Referral through the LA Fair Access Panel.
- Permanent Exclusion from a mainstream setting.
- Enrolment on a preventative, ‘Revolving Door’ programme.

Settings can contact St Matthias directly if they wish to discuss a potential Revolving Door referral.

Day 6 Provision

In B&NES, the LA retains responsibility for providing education for CYP who have received a permanent exclusion. This is a commissioned service with registered DfE providers, overseen by the Alternative Learning Team.

Day 6 provision for CYP who have been permanently excluded is provided by the following DfE registered providers:

For Primary: [Lansdown Park Academy](#)

For Secondary: [St. Matthias Academy](#)

B&NES’ Hospital Education Reintegration Service (HERS)

CYP who are ‘medically unfit’ to attend their registered educational provider can be referred for a placement at HERS. Education will only be arranged for CYP who are not able to attend their education provision at all, due to a medical condition and only for the duration of that medical condition.

HERS can offer a bespoke package which could take the form of on-site learning, 1:1 tutoring, small group teaching and on-line learning.

