

# Emotional Wellbeing and SEND Support

At our school, we are committed to ensuring that every child feels safe, valued, supported, and able to achieve their full potential. We recognise that children may require additional support at different times throughout their school journey and we work closely with families to provide the right help at the right time.

## Emotional Wellbeing Support

We understand that emotional wellbeing is fundamental to children's learning, development, and happiness. Our pastoral provision aims to promote resilience, positive mental health, and emotional regulation.

### Wellbeing Hubs

Children have access to dedicated Wellbeing Hubs within school where they can:

- Take time to regulate their emotions in a calm and supportive environment.
- Access resources that promote emotional literacy and self-regulation.
- Receive support with friendships, worries, anxiety, confidence, or changes in circumstances.
- Participate in small group wellbeing activities when appropriate.

The hubs provide a nurturing space where children can feel heard, understood, and supported.

### Mental Health First Aiders

Our trained Mental Health First Aiders are available to support children who may be experiencing emotional difficulties. They:

- Provide an initial point of contact for children who need support.
- Help identify concerns at an early stage.
- Offer practical strategies to support wellbeing.
- Liaise with families and school staff where appropriate.
- Signpost to additional services when further support is required.

### Pastoral Manager Support

Our Pastoral Manager works closely with pupils, families, and staff to ensure that emotional and social needs are identified and supported effectively. Support may include:

- Individual check-ins and mentoring.
- Emotional wellbeing interventions.
- Support during periods of transition or change.
- Attendance and engagement support.

- Liaison with external agencies where appropriate.
- Guidance and support for families.

Children can be referred for pastoral support by parents, carers, teachers, or school leaders when a need is identified.

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## **SEND Support**

We are committed to providing high-quality, inclusive teaching for all pupils. Through adaptive teaching and ordinarily available provision, we support children across the four areas of Special Educational Needs and Disabilities (SEND) as identified in the SEND Code of Practice.

### **Communication and Interaction**

Children may require support with understanding language, expressing themselves, social communication, or interaction with others.

Ordinarily Available Provision may include:

- High-quality adaptive teaching.
- Visual timetables and visual prompts.
- Simplified and chunked instructions.
- Opportunities for pre-teaching and overlearning of vocabulary.
- Use of communication-friendly classrooms.
- Structured routines and clear expectations.
- Support for social communication and friendship skills.
- Access to small-group interventions where appropriate.

### **Cognition and Learning**

Children may experience difficulties with learning, acquiring skills, memory, processing, or literacy and numeracy development.

Ordinarily Available Provision may include:

- Carefully differentiated learning activities.
- Scaffolding and modelling by adults.
- Additional processing and thinking time.
- Multi-sensory teaching approaches.
- Regular opportunities for repetition and practice.
- Use of assistive resources and technology where appropriate.
- Small-step learning targets.
- Targeted intervention programmes to support identified areas of need

## **Social, Emotional and Mental Health (SEMH)**

Children may require support with emotional regulation, self-esteem, relationships, behaviour, anxiety, or mental health needs.

Ordinarily Available Provision may include:

- Positive and consistent behaviour approaches.
- Clear routines and predictable environments.
- Emotional check-ins and wellbeing support.
- Access to wellbeing hubs and pastoral support.
- Emotional literacy and regulation strategies.
- Individual support plans where appropriate.
- Opportunities to develop resilience and self-confidence.
- Strong home-school communication and partnership working.

## **Sensory and/or Physical Needs**

Children may have physical disabilities, medical needs, sensory processing differences, hearing impairment, visual impairment, or other physical needs.

Ordinarily Available Provision may include:

- Reasonable adjustments to the learning environment.
- Flexible seating and workspace adaptations.
- Access to specialist equipment where required.
- Movement breaks and sensory regulation strategies.
- Adapted resources and learning materials.
- Careful consideration of accessibility across the school environment.
- Support from external specialists when appropriate.
- Individual healthcare and support plans where necessary.

## **Working in Partnership**

We believe that effective support is built on strong partnerships between school, families, and external agencies. We work collaboratively to identify needs early, monitor progress, and ensure that every child receives the support they need to thrive both academically and emotionally.

If you have any concerns regarding your child's emotional wellbeing or additional needs, please contact the school office to arrange a discussion with our SENDCo or Pastoral Manager