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| **Child’s Name** | **Date of birth** | **Date child started at setting** | **School Start date** | **Name of setting** |
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| **Training we have attended:** | **Y/N** | **Date** | **Has this been cascaded to the rest of the team?**  **Y/N** |
| Encouraging Positive Behaviour in the Early Years (**The Education People**) |  |  |  |
| Well-being and Involvement (**The Education People**) |  |  |  |
| Emotional Regulation – Supporting Children Where Behaviours Challenge (**Specialist Teaching and Learning Service**) |  |  |  |
| Solihull (another provider) |  |  |  |
| Record any other training that you have attended linked to Social, Emotional and Mental health: | | | |

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| **Points to consider when using this document:**  This audit is a valuable source of information to support Kent SEND processes and at times of transition.  **When other professionals are supporting a child, the impact of Best Practice Guidance strategies will be recorded on the Personalised Plan.**   * *Complete in line with the Best Practice Guidance document in relation to the child’s main area of need (see Broad Areas of Need section in BPG)* * *Use as a tool to support reflection and planning* * *To be completed by the key person with the SENCo* * *Use and review as a working document over time; dates can be added as the impact or strategies are monitored*   *Refer to strategies from documents such as the Inclusion Development Programme (IDP), National Strategies - Social and Emotional Aspects of Development (SEAD)and* Sustained Shared Thinking and Emotional Wellbeing (SSTEW).  **Please remember that pre-LIFT support can be sought from the Early Years Equality and Inclusion team, using the request for support form on Kelsi.** |

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| **Social, Emotional and Mental Health (SEMH) Universal Level –** Whole Setting Response for All Children  Using the Best Practice Guidance document, consider universal practice in your setting and describe the impact | |
| **Current Practice:** The following are suggestions and should not be considered exhaustive or used as a tick list. Complete as appropriate for the child in question. | **IMPACT:** Notedown how and when the child has (or has not) responded to universal strategies. |
| **Things to consider, in conjunction with the Best Practice Guidance.**  **Learning Environment - what is the impact of:**   * providing a clearly defined and well-resourced environment accessible to ALL children * providing transition programmes that support all children including the use of transitional objects, home boxes, etc. * implementing differentiated planning, resources and groupings * setting up a calm area * using visuals – visual timeline, golden rules * using sand timers, giving five-minute warnings before transitions * providing enough resources and access to resources as developmentally appropriate e.g. setting time limits, duplicate/additional resources * providing opportunities to talk about emotions in everyday situations and use appropriate visual symbols.   **Provision - what is the impact of:**   * promoting opportunities for children to express and discuss emotions, using a range of resources and appropriate language * planning for play opportunities and interaction e.g. time to explore on own and time interacting with an adult, help to join a game etc. * maximising opportunities for children to be independent * providing opportunities to regularly monitor the emotional and physical well-being of children * planning for the key person to be available to support during transitions * planning for a range of additional activities to promote development of social skills e.g. helper of the day, a buddy, turn-taking games, etc. * ensuring that practitioners understand how to recognise, respond and adapt practice to minimise triggers to behaviour. * planning to promote the Characteristics of Effective Learning. |  |
| **Social, Emotional and Mental Health (SEMH) Universal Level –** Whole Setting Response for All Children  Using the Best Practice Guidance document, consider universal practice in your setting and describe the impact | |
| **Current Practice**: The following are suggestions and should not be considered exhaustive or used as a tick list. Complete as appropriate for the child in question. | **IMPACT:** Note down how and when the child has (or has not) responded to universalstrategies |
| **Communication - what is the impact of:**   * planning for positive role models e.g. ECAT strategies * ensuring that adults role model appropriate language and behaviour * implementing a range of strategies to support children’s behaviour e.g. positive reinforcement, praising wanted behaviours, using developmentally appropriate language etc. * ensuring that instructions and expectations given to the whole group are understood e.g. visual supports for rules, emphasise what is expected, use ‘stop’ rather than ‘no’, simplified language, signing etc. * ensuring that practitioners and parents have a clear understanding of behaviour management procedures * providing awareness of biting and other behaviours that are a form of communication and clear strategies to support children and families * teaching children about emotions, what they look and feel like and how to identify them * role modelling and supporting children to acquire an emotional vocabulary * showing an interest in what children have to say and respectfully listening to them * working with parents to raise awareness and share strategies to support learning. |  |

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| **Social, Emotional and Mental Health (SEMH) – Targeted Support**  What interventions are in place for the individual child at a targeted level | | |
| **Current practice.** The following are suggestions and should not been seen as exhaustive or used as a tick list | **What action has been taken?**  What have you done/adjustments have you made? | **What has been the impact of this?**  What difference has this made for the child?  Include dates. |
| **Learning Environment - how did you provide:**   * a variety of calm spaces indoors and out * transitional objects to support understanding * an environment that is well organised and clutter free * calm and neutral coloured décor to areas * sensory resources to support self-regulation * a sense of self/sense of belonging. |  |  |
| **Provision - how have you planned:**   * to give clear signals to children about what to expect e.g. what is happening next * to use a range of observations e.g. an ABC chart to identify triggers for changes in behaviour. How has practice been adapted as a result? * activities to support self-regulation, e.g. turn-taking games, ‘Ready, steady, go’ games, visual supports * staff deployment during transitions and group times * to support children who find group times difficult e.g. fiddle toy, cushion, alternative activity. |  |  |
| **Communication - how did you:**   * use appropriate language techniques such as words to initiate social interactions, names of peers, feelings/emotions * use a range of visual support to help children understand e.g. choice boards, now and next boards * use symbols to support self-regulation e.g. wait card, emotion pictures etc. * use signs or sound buttons to support expectations, such as stop, more, finish, etc. * enable children to understand instructions or requests. |  |  |