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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 ChildrenUsing 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.
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| **Social, Emotional and Mental Health (SEMH) Universal Level –** Whole Setting Response for All ChildrenUsing 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.
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| **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.
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| **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.
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