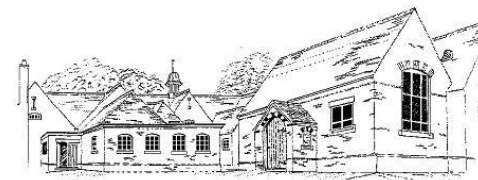


Possible adaptations and quality first teaching strategies for Social, Emotional and Mental Health (SEMH)



Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.	Make expectations for behaviour explicit by giving clear targets, explanations and modelling.	Use pupil's name and ensure you have their attention before giving instructions .	Have a range of simple, accessible activities that the pupil enjoys to use as 'calming' exercises.
'Catch' the pupil being good and emphasize positives in front of other pupils and staff (where appropriate).	Where possible, create a quiet area both for working and as a 'quiet time' zone.	Chunk instructions and support with visual cues.	Communicate positive achievements, no matter how small, with home. Encourage home to do the same. Could be 'Golden moments /Good News' book or 'Good notes' collected in small plastic wallet.
Give the pupil a classroom responsibility to raise self-esteem.	Use a visual timer to measure and extend time on task – start small and praise, praise, praise.	Make use of different seating and grouping arrangements for different activities.	Allow pupil to have a safe place to store belongings and fiddle toys.
Refer pupils regularly to classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply same consistency.	Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate).	Personalise teaching where possible to reflect pupils' interests.	Ensure groupings provide positive role models.
Play calming music where appropriate.	Provide alternative seating at carpet time if this is an issue.	Communicate in a calm, clear manner.	Transition from whole class work to independent or group work is taught, clearly signalled and actively managed.
Give breaks between tasks and give legitimate 'moving around' activities e.g. Brain Gym, wake up and shake up.	Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary.	Keep instructions, routines and rules short, precise and positive.	Ensure that there are sufficient and structured opportunities for social interaction with peers, both collaborative work and play.
Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources.	Ensure that tools/equipment are easily accessible and available for use.	Listen to the pupil, giving them an opportunity to explain their behaviours.	Children's learning and achievements are displayed within the classroom.
Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.	Give a set time for written work and do not extend into playtime to 'catch up' – the pupil will need these breaks.	Provide visual timetables and task lists – may need to be for a short period of time depending on the pupil.	