

Section B: Targeted Practice Framework

Social, Emotional and Mental Health

Identified barriers and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYPs.	How well implemented?			When and how?
		Always	Sometimes	Not yet	
Difficulties participating and presenting as withdrawn or isolated.	Analyse information observations; frequency observations and other observation sheets.				
	Teach behaviour expectations explicitly.				
	Identify areas of strength and build on the positive engagement to support generalisation to other areas.				
	Alternative methods to contribute in lessons.				
	Review CYP file and discuss developmental milestones with parents, refer to external agencies if appropriate.				
Behaviour that challenges expectations.	Maintain a consistent message but flexible approach, e.g., "You need to be in your class learning." The strategies to support that may change e.g., use of an LSA/TLA, individual meeting with the teacher, build up time in class, 20 mins, 30 mins. Reward at the end of the day/week etc. (LSA/TLA= targeted/ specialist).				
	Teach behaviour expectations explicitly.				
	Offer choices to help the CYP to engage or leave the situation with dignity.				
	Carry out a risk assessment and implement a risk management plan with proactive strategies.				
	Implement a clear plan of action, agreed with parents/carers so a consistent message is delivered to CYP at school and home.				
	Review CYP file and discuss developmental milestones with parents, refer to external agencies if appropriate.				

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Attention difficulties, low level disruption.	Use of prompting by teacher of additional adult.				
	Analyse data and staff feedback for trends that may inform where there are specific challenges.				
	Explicitly plan transitions between lessons and specifically after unstructured times.				
	Consider reasonable adjustments to behaviour policies to account for attention difficulties.				
Attachment difficulties.	Be aware of CYP with attachment difficulties e.g., Looked After Children and young people, those who have experienced trauma and loss. Understand their profile and how they might respond in certain situations.				
	Listen carefully to CYP voice and adapt support to incorporate their views.				
	Explicitly plan transitions with the CYP and their family. Think about introductions to new staff and contingency plans when there are last minute/unforeseen changes.				
	Consider reasonable adjustments to behaviour policies to account for attachment difficulties.				
	Analyse data for specific patterns that may exist e.g., particular times of year, particular lessons/activities, interactions with staff/other CYP.				
Patterns of non-attendance.	Collaborate and plan with family to ensure consistency between home and school/setting.				
	Analyse patterns of attendance to inform strategy and use of EBSA materials.				

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Difficulties following and accepting adult direction.	Positive scripts to re-direct and reinforce expectations.				
	Provide limited choices to give the CYP a sense of control whilst following adult led activities.				
	Consider reasonable adjustments to behaviour policies.				
	Ensure the behaviour policy is explicitly explained to the CYP and applied consistently.				
	Analyse data for specific patterns that may exist e.g., particular lessons/activities, interactions with staff/other CYP.				
	Role play to model different responses to situations/interactions.				
Difficulty in making and maintaining healthy relationships.	Role play to model different responses to situations/interactions.				
	Restorative conversations as required.				
	Consider support/adjustment for unstructured times that promotes independence while enabling positive interactions with peers.				
Presenting as significantly unhappy or stressed.	Review history and data to understand when this presentation started/occurs.				
	Establish a plan that the CYP can follow when they feel unhappy or stressed e.g., a quiet place to go to, to regulate, set times to check-in with key adult/s.				
	Regular communication with home to share feedback between home and school to inform support.				