



Simul autem et crescere luceat
Together we grow and shine

Fountain Head House School Pupil Mental Health & Wellbeing Policy

Review due	September 2025
Implemented	September 2024
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Approved by	Julie Smith Chair of the School Board

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Context

Fountain Head House School is a co-educational school for up to 80 pupils in the age range 4 to 16 years, for pupils with identified Special Educational Need and Disability (SEND) through their EHCP.

Fountain Head House School offers provision for neuro-divergent children, including autistic pupils; pupils with communication and interaction needs; sensory processing needs; global developmental delay; attention deficit hyperactivity Disorder (ADHD). Social, emotional and mental health needs may compound difficulties in some instances but will not be the primary area of need.

Typically, pupils at Fountain Head House School have a rate of acquisition and/or degree of retention of knowledge and educational skills across all National Curriculum Core Subjects significantly below age related expectations (ARE). The majority of pupils might have been out of education for periods of time and/or experienced trauma in their lives.

At FHHS, we are committed to providing a safe and caring environment that is free from disruption, violence and any form of bullying or harassment so that all pupils can develop their full potential. We expect our pupils to treat each other and members of staff with courtesy and co-operation so that they can learn in a relaxed and orderly atmosphere.

Aims

At Fountain Head House School, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders. This policy focuses on Pupils' Mental Health & Wellbeing.

It aims to

- Set out our school's approach to promoting positive Mental Health & Wellbeing for all pupils across our school.
- Instil a culture which promotes pupil and staff welfare where everyone is aware of and contributes towards creating a positive, empathetic and welcoming environment across the whole school.
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health.

Legislation and guidance

- The Equality Act 2010
- The Data Protection Act 2018
- Articles 3 and 23 of the UN Convention on the Rights of the Child
- [Promoting children and young people's mental health and wellbeing - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/promoting-children-and-young-peoples-mental-health-and-wellbeing)
- <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

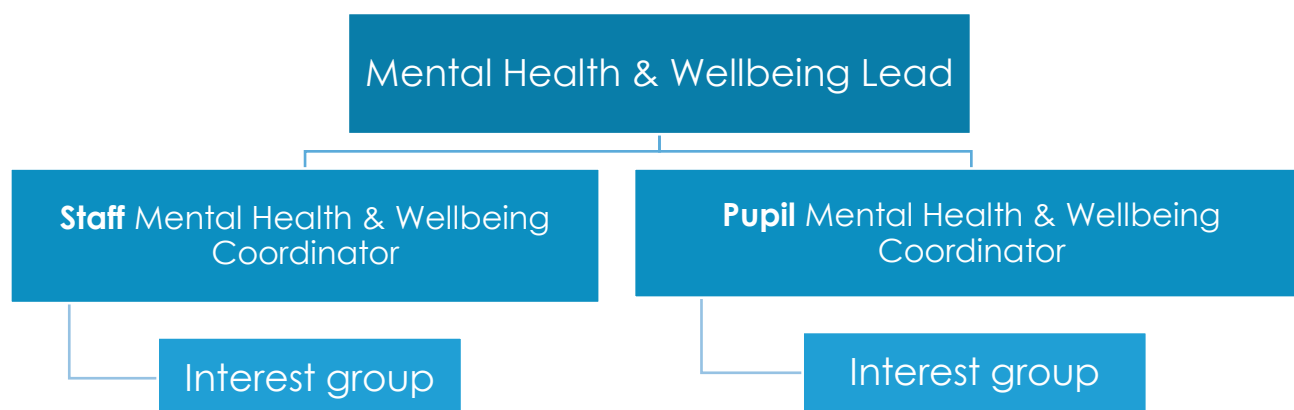
Roles and Responsibilities

The School Board has overall responsibility to

- Oversee the implementation and efficacy of this policy, including receiving reports and evidence from the Headteacher – Mental Health Lead; face-to-face observations through regular visits to the school and contact with pupils, staff and parents / carers.
- Keep abreast of the legislation and guidance related to Pupil Mental Health and Wellbeing.
- Promote the school's aims in supporting Mental Health and Wellbeing both in pupils and staff.

Headteacher has the responsibility to

- Perform the role of Mental Health Lead with focus on implementing a whole school approach to Mental Health and Wellbeing both in pupils and staff.
- Implement clear procedures for supporting Mental Health and Wellbeing across all areas of the school, including creating a clear structure with delegated responsibilities; articulating how the school promotes and supports Mental Health and Wellbeing in pupils; and overseeing the engagement with parents / carers and other relevant external agencies when there is a need to offer specific support for a pupil's mental health and wellbeing.



The Senior Leadership Team has the responsibility to

- Support Mental Health and Wellbeing in pupils through the PSHE Curriculum; the school environment through implementing and monitoring the FHHS – Therapeutic Classroom Environment Guidelines (see Appendix); specific responsibilities (e.g. Assistant Headteacher – SENDCo – engagement in CIN meetings; etc.); support to specific pupils, staff or parents as appropriate in liaison with the Headteacher.

Designated Safeguarding Lead (DSL) has the responsibility to

- Take a key role in monitoring pupil's mental health and wellbeing through observations related to behaviour and safeguarding aspects.
- Liaise with the Headteacher and play an integral part in the implementation of proactive and responsive measures to mental health and wellbeing needs.
- Monitor school attendance and identify where attendance might be impacted by mental health and wellbeing needs, including EBSNA (emotionally based school non-attendance) and liaise with the Headteacher and other relevant staff regarding approaches to support attendance (see appendix)

All staff have the responsibility to

- Promote positive mental health and wellbeing across the school.
- Follow the guidance and strategies learned in training and CPD.
- Report any relevant information through the school's recording and reporting software (BehaviourWatch).
- Inform relevant members of staff directly and in a timeline manner of any concerns regarding a pupil's mental health and wellbeing needs.
- Keeping information confidential in accordance with the Staff Code of Conduct.
- Take the responsibility to approach the school's Human Resources Manager if they feel that they need any support regarding their work or personal circumstances affecting their own mental health and wellbeing.

FHHS – Whole School approach to promoting Mental Health & Wellbeing

Pupil Mental Health & Wellbeing is incredibly important to us at Fountain Head House School. We believe that Mental Health & Wellbeing comes first. We believe that being safe and feeling safe are the foundations for any child to be ready to learn and enjoy school life.

At Fountain Head House School, we consider how several factors can affect a child's Mental Health & Wellbeing.

Some aspects of Mental Health & Wellbeing are addressed by creating positive conditions for the pupil to regulate before being expected to engage in learning. For example, travelling from home to school can create sensory overload and affect the child's regulation at arrival at school. Our school routine, offer time for the pupils to settle in school and this is bespoke to each pupil's needs.

Some key aspects which support our whole school approach to promoting Mental Health & Wellbeing are listed below:

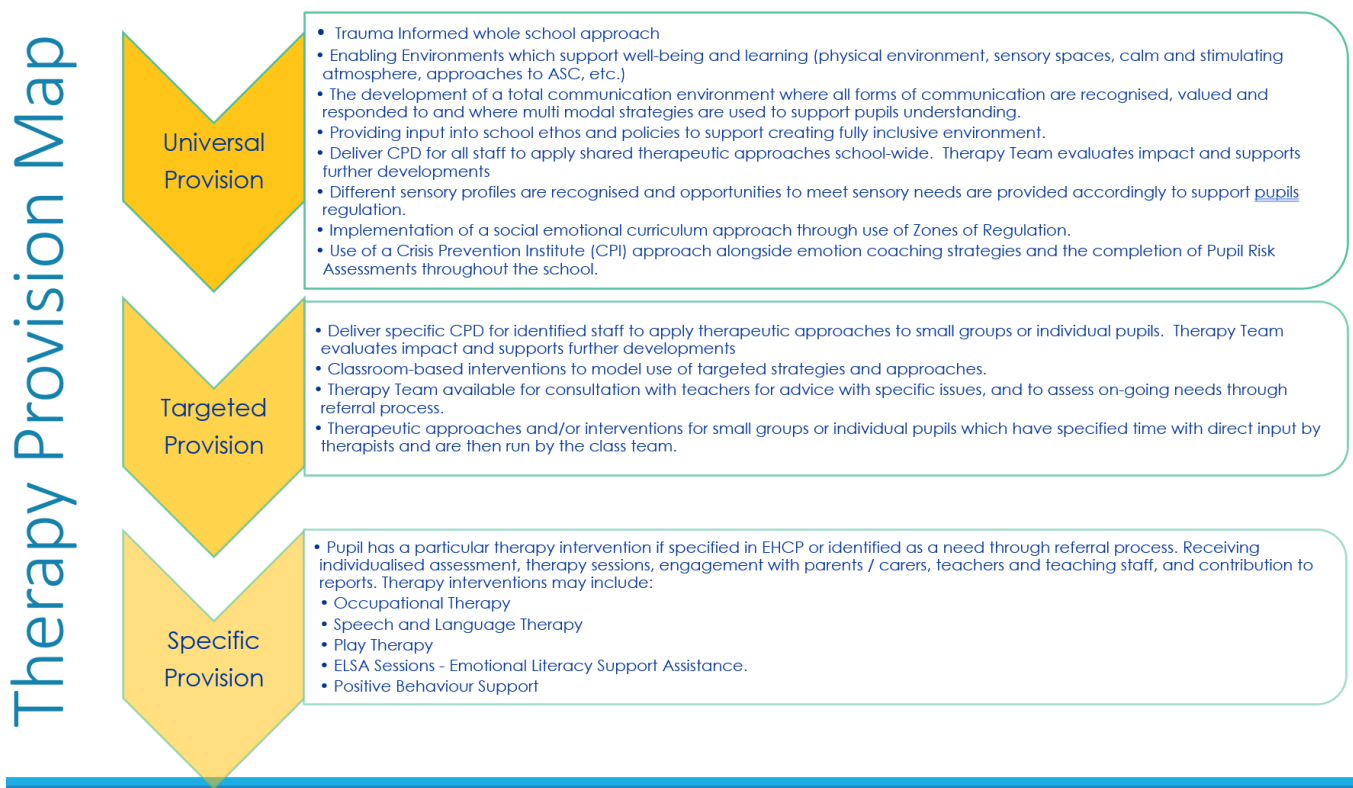
- Our PSHE Curriculum has a strong focus on supporting Mental Health and Wellbeing. This is bespoke to the learners within our school and the specific learning pathway the learner is following. The PSHE curriculum is underpinned by Brook learning which is regularly updated and support by the PSHE association. We also resource our PSHE offer materials from the mental health association.
- Being a Cornish school, it is important that we align with Cornwall and the offer that they provide for Cornish students. [Headstart Kernow](#) are an organisation that offer events, information, signposting, resources and more to help build resilience and mental wellbeing for children and young people within Cornwall. **My Brilliant Place to be ME!** Is a resource that has been created for the **young people** of Cornwall (but is here for young people everywhere!). It's all about helping them **learn to look after their wellbeing** and **feel good!** The resource is designed as a wellbeing journal and has been implemented throughout the school, where students can access relevant parts at specific times relevant to them and their well being journey.
- As Autumn 2024, the school will be taking part in a NSPCC pilot around children from a SEN background speaking out and staying safe. The school will have been involved in shaping the content, direction and resources that are attached to this national programme.
- The school is an active member of SWALLS for both PSHE and RSE. These hubs, which are run termly, help to shape and bespoke the mental health and wellbeing packages that are provided to our learners.
- We adopt the Zones of Regulation approach to support the pupils' understanding of emotions, how to recognise emotions in themselves and others, how to express emotions effectively (When I feel... I can...). The zones of regulation are adapted to the children across the school. Adaptations can include use of the Inside Out Characters.
- Staff support pupils to learn strategies to help with anxiety management and regulation, through mindfulness and other approaches.
- We aim to create enabling environments which a self-affirming taking neurodiversity into consideration. These include:
 - Sensory-Friendly Spaces – environments which take sensory processing into consideration; sensory chill-out rooms; movement room; specific sensory resources; etc.
 - Multi-modal Communication - the approach that an individual can communicate through a variety of methods; this may include using a combination of speaking phrases, writing words down, and using a high tech AAC device. It may also include using drawings, gestures, facial expressions, symbols, pictures, Makaton signing and more.
 - Routine and Predictability: establishing consistent routines and giving advance notice of any changes.
 - Inclusive Activities – creating activities are inclusive and accessible through adapting learning to suit different abilities, preferred mode of learning, talents and interests.
 - Celebrating Achievements – creating opportunities for pupils to reflect and celebrate their achievements, including celebrating their identity. For example, celebrating Children's Mental Health Week.

- Resources – learning resources that support developing a sense of identity and wellbeing.
This includes a wide range of books available to pupils in the School Library.
- We have a Therapy Team who offer provision at Universal, Targeted and Specific levels.
- The Therapies available include: Speech and Language Therapy, Occupational Therapy and Play Therapy.
- We offer ELSA sessions for specific pupils.
- We adopt a Positive Behaviour Support approach which recognises that all behaviours are forms of communication. This approach focuses on proactive measures to support behaviour.
- We adopt the **Boxall Profile** (Boxallprofile.org) to assess and support emotional development of pupils.



Assessing and Supporting Emotional Development

Supporting Pupils' Mental Health & Wellbeing



Mental Health & Wellbeing - Supporting and liaising with parents & carers

We will work with parents and carers to support the pupils' mental health by

- Asking parents and carers to inform us of any mental health needs their child is experiencing, so we can offer the right support.
- Informing parents and carers of mental health concerns that we have about their child.
- Highlighting sources of information and support about mental health and wellbeing on our school website and other social media platforms.
- Liaising with parents and carers to discuss strategies that can help promote positive mental health in their child.
- Keeping parents and carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home.

Mental Health & Wellbeing - Training and supporting staff

We recognise that supporting a pupil experiencing mental health and wellbeing needs can affect a staff member's own mental health and wellbeing.

We offer staff training with focus on

- Trauma informed approaches, including PACE (Playfulness, Acceptance, Curiosity and Empathy).

- Several therapeutic approaches including Neurodiversity Affirming Practice; Introduction to Interoception; Sensory Processing; Playful Interactions; etc.
- Clear systems to communication concerns through our BehaviourWatch software.
- Opportunities to raise concerns through direct contact with the school's DSL and/or any member of the Senior Leadership Team.
- Opportunities to talk confidentially to the school's Human Resources Manager when a member of staff might experience detrimental effects to their own Mental Health and Wellbeing in relation to situations they might encounter in their professional and personal lives.

Promoting Staff Mental Health & Wellbeing



Liaising with external agencies, including making referrals

If a pupil's needs cannot be met through the school's approaches, the school will make or will encourage parents/carers to make, a referral for external support.

A pupil could be referred to

- Their GP or a paediatrician
- CAMHS
- Mental Health Charities
- Local support services

Links to other policies

FHHS – Curriculum Policy

FHHS – Safeguarding and Child Protection Policy

FHHS – Anti-Bullying Policy

FHHS – Positive Behaviour Policy

FHHS – PSHE (including RSHE) Policy

FHHS – Equality, Diversity and Inclusion Policy (including - The Public Sector Equality Duty (PSED) statement)

FHHS – SEND and Inclusion Policy

FHHS – Health and Safety Policy

FHHS – Staff Code of Conduct

Monitoring and Review

This policy will be reviewed annually by the Headteacher and submitted for approval by the School Board.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

Appendix 1 – Local and National Support for Parents and Carers

Local Support for parents and carers

NHS Cornwall and Isles of Scilly 24/7 Mental Health Response line

- Tel: 0800 038 5300

Early Help Hub

The 'front door' to Early Help services led by Cornwall Council and Cornwall Foundation Trust

- Tel: 01872 322277
- Email: earlyhelphub@cornwall.gov.uk

Cornwall & Isles of Scilly Health Visitor and School Nurse Advice

- Tel: 01872 324261
- Email: hvsnadvice@cornwall.gov.uk

HeadStart Kernow (dedicated parent/care support)

Building resilience and mental wellbeing for children and young people

Cornwall Family Information Service

Directory of services for parents, carers, children and young people including local parenting programmes and support available for children and young people with Special Educational Needs and Disabilities (SEND) and their families

Parent Carers Cornwall

Supportive parent carer network promoting greater knowledge and understanding of the services available from health, education, local authority and the voluntary sector

Multi Agency Referral Unit (MARU)

For immediate concerns, or if you are worried about a child or young person's safety

Tel: 0300 123 1116

Kernow Connect

Kernow Connect offers universal, targeted and specialist support for young people aged 11 to 19 or up to 25 with SEND. For further information contact 01872 321486

National support for parents and carers

Samaritans

- Tel: Call free on 116 123
- Email: jo@samaritans.org for a reply within 24 hours

Shout

Confidential, 24/7, free (from all major UK mobile networks) text messaging support service for anyone who is struggling to cope

Text: shout to 85258

Anna Freud

Advice and guidance for parents and carers to help support children and young people who may be struggling with poor mental health including Crisis Messenger text service

[Young Minds Parents Helpline](#)

Advice, emotional support and signposting about a child or young person up to the age of 25
Tel: Call free on 0808 802 5544

[NHS Better Health](#)

Support when looking after a child or young person's mental health as well as your own

[Action for Children](#)

Free and confidential live webchat with a qualified parenting coach in the UK

[MindEd](#)

Families Support for parents and those caring for children and young people in their family when they are concerned about a young person's mental health or wellbeing

<https://www.cornwall.gov.uk/health-and-social-care/mental-health/mental-health-support-for-parents-and-young-people>

SEARCH "MENTAL HEALTH CORNWALL" FOR ADVICE AND SUPPORT

Your mental health is like your physical health and we need to do things to keep it in good shape.

Everyone is getting used to living a bit differently during Coronavirus (COVID-19) and things changing often. We know you might have some worries about the virus, school, friends, home life, jobs or money.

You might feel frightened, irritable, or just unsettled. You may also feel like you have a lack of control, trouble sleeping or eating, or spend time checking symptoms or reading about coronavirus on the internet.

It's OK to not be OK, but make sure you get some help:

Five ways to wellbeing

- **Connect** with others
- **Be active** – even if it's just a 10 minute walk, we promise you'll feel better
- **Learn** something new, or learn to take a break for yourself
- **Giving** your time to help others is a great mood booster
- **Take notice** of your environment – list 5 things you can see/hear/smell/touch

Find out more www.cornwall.gov.uk/fiveways
For support for young people visit www.startnowcornwall.org.uk/fiveways
or you can make your own wellbeing action plan and find ways to help you feel good www.startnowcornwall.org.uk/actionplan

Doing these daily or weekly will help you feel good

 Cornwall and the Isles of Scilly Health and Care Partnership



If you want to talk or need help with your mental wellbeing, you can call or text

- The Cornwall and Isles of Scilly 24/7 NHS Mental Health response line (**0800 038 5300**)
- Call **116 123** for free to talk to Samaritans, or email: jo@samaritans.org for a reply within 24 hours
- Citizens Advice Cornwall (**03444 111 444**) for financial advice or simply text "ADVICE" for general queries or DEBT to **78866**

Children and young people can get additional support

- Text "YM" to **85258** to contact the Shout Crisis Text Line
- Your way live chat www.your-way.org.uk/coronavirus
- Kooth the online wellbeing community for young people www.kooth.com

Mental health support

- For guidance visit www.cornwall.gov.uk/wellbeingguides or email phdesk@cornwall.gov.uk for a hard copy (note the guide and your address)
- Or use our downloadable or interactive Safety Plans by visiting www.cornwall.gov.uk/mentalhealth, designed to help you with your mental health

Sleep

We all have evenings when we find it hard to fall asleep or we wake up in the night. You may also find this is happening more often during the coronavirus (COVID-19) outbreak.

Good-quality sleep makes a big difference to how we feel, mentally and physically. As we start to move back towards our routines, we'll need to start shifting our sleep patterns. For advice and support search "**every mind matters sleep**".

Emotional Resilience for Parents and Carers

You're not alone, we're all under pressure and in this together. Together for Families has support, advice and ideas to help you help children and young people's mental health.



**SEARCH ONLINE FOR
"MENTAL HEALTH CORNWALL"
TO FIND ADVICE AND SUPPORT**



Cornwall and the Isles of Scilly
Health and Care Partnership

Five ways to wellbeing

Introducing the five ways to wellbeing into your life can positively impact your mental health and wellbeing. Doing these daily or weekly will help you feel good.

Connect with others



Be active – even if it's just a 10 minute walk



Learn something new



Giving your time to help others is a great mood booster



Take notice of your environment – list five things you can see/hear/smell/touch



Find out more www.cornwall.gov.uk/fiveways

Mental health support

- We've created guides to help improve your mental wellbeing. These include guides translated into a number of languages, as well as easy read, large print, and British Sign Language.
Visit www.cornwall.gov.uk/wellbeingguides or email phdesk@cornwall.gov.uk for a hard copy (note the guide and your address)
- Or use our downloadable or interactive **Safety Plans** by visiting www.cornwall.gov.uk/mentalhealth; designed to help you with your mental health.

For more help, you can call

- Call the Cornwall and Isles of Scilly 24/7 NHS mental health response line on **0800 038 5300**. Support is available to anyone, regardless of age, all day every day.
- Call **116 123** to talk to Samaritans, or email: jo@samaritans.org for a reply within 24 hours
- Every Mind Matters aims to help people take simple steps to look after their mental health, improve their mental wellbeing and support others.
Visit www.nhs.uk/every-mind-matters

5 ways to wellbeing for young people

Introducing the five ways to wellbeing into your life can positively impact your mental health and wellbeing. Doing these daily or weekly will help you feel good.



Connect with your friends virtually if you can't see them face to face



Be active even if it's just a 10 minute walk, we promise you'll feel better



Learn to stop and take time out for yourself



Giving your time to help others is a great mood booster



Take notice of what's around you – list 5 things you can see/hear/smell/touch

Find out more startnowcornwall.org.uk/five-ways-to-wellbeing/

Call or text

- Text "YM" to **85258** to contact the Shout Crisis Text Line
- Call Mind Your Way on **01872 222447** or visit mindyourway.co.uk for help with mental health and wellbeing
- Call ChildLine on **0800 1111** or visit www.childline.org.uk for free counselling
- Online wellbeing community for young people www.kooth.com
- Kernow Connect offers support for young people aged 11 to 19 or up to 25 with SEND. bit.ly/KernowConnect

Online guides

- There are a range of online guides available, including specific guides for children, young people and young carers. Visit www.cornwall.gov.uk/wellbeingguides
- Make yourself a mental health action plan www.startnowcornwall.org.uk/actionplan
- Every Mind Matters shows parents and carers the steps they can take to look after their children's mental wellbeing, visit www.nhs.uk/every-mind-matters

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Appendix 2 – Local and National Support for children and young people

Local Support for children and young people

Kooth

Help, support and online wellbeing community for young people across Cornwall and Isles of Scilly

StartNow Cornwall

Multimedia emotional and mental health support and interactive resources for CYP

Mind Your Way

Helps 11-25 year olds look after their own mental health and wellbeing through counselling and mentoring, both online and face to face

Tel: 01872 222447

Young People Cornwall

Engages, inspires and supports young people with youth work that makes a difference

Tel: 01872 22244

Your Way

A partnership between several youth and mental health services in Cornwall

National Support for children and young people

ChildLine

Free counselling for children and young people up to the age of 19

Tel: 0800 1111

Papyrus HOPELINEUK

For confidential support and practical advice if you are having thoughts of suicide or are concerned for a young person who might be get in touch.

- Phone: 0800 068 4141
- Text: 07860039967
- Email: pat@papyrus-uk.org

Young Minds

Crisis Messenger for free 24/7 support across the UK if you are experiencing a mental health crisis.

Text: YM to 85258

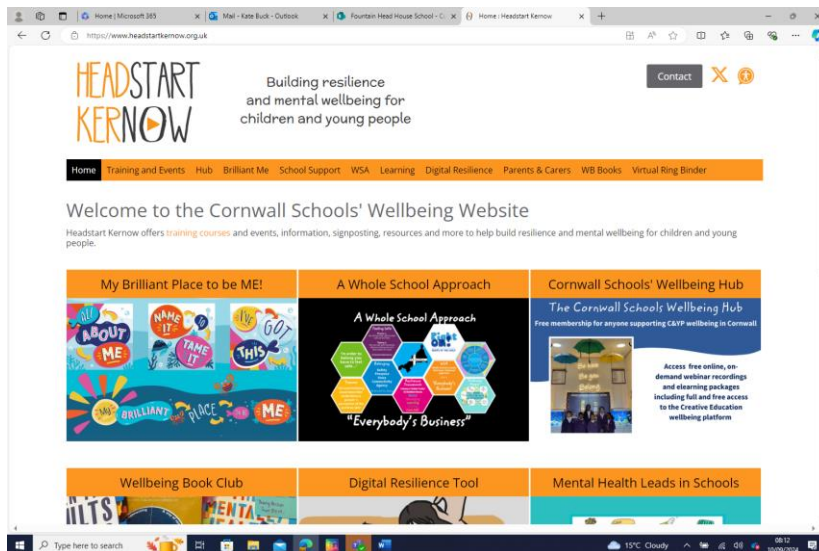
Student Space from Student Minds

Supporting students and members of the university community to look after their own mental health including a range of multimedia support

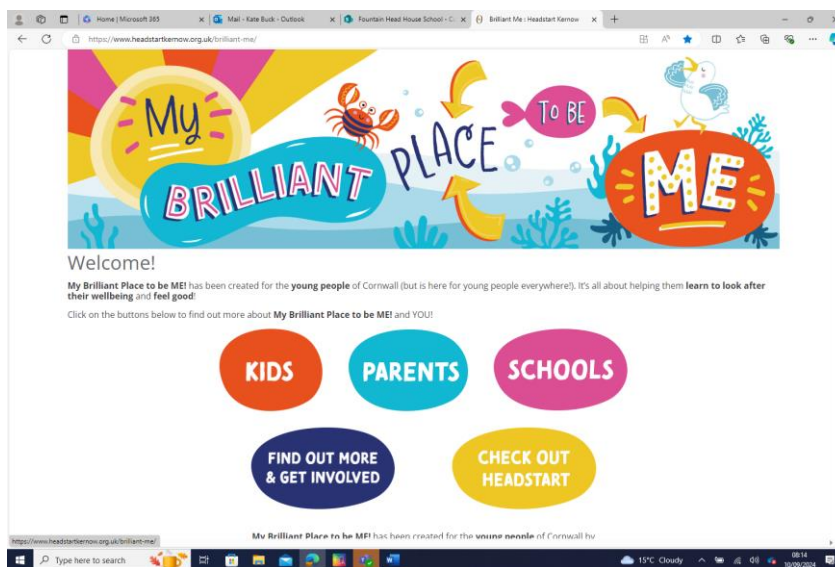
The Mix

The UK's leading support service for young people. Wide range of support including an online community; social media; counselling; and free, confidential helpline, webchat and messenger service – 0808 808 4994

Cornwall specific wellbeing and mental health training



Cornwall wellbeing journal for children



National Support for children and young people

ChildLine

Free counselling for children and young people up to the age of 19
Tel: 0800 1111

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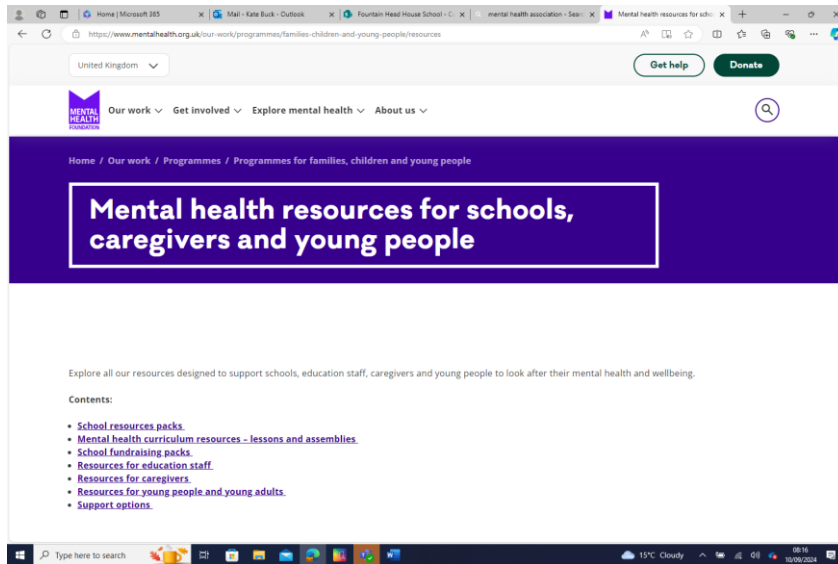
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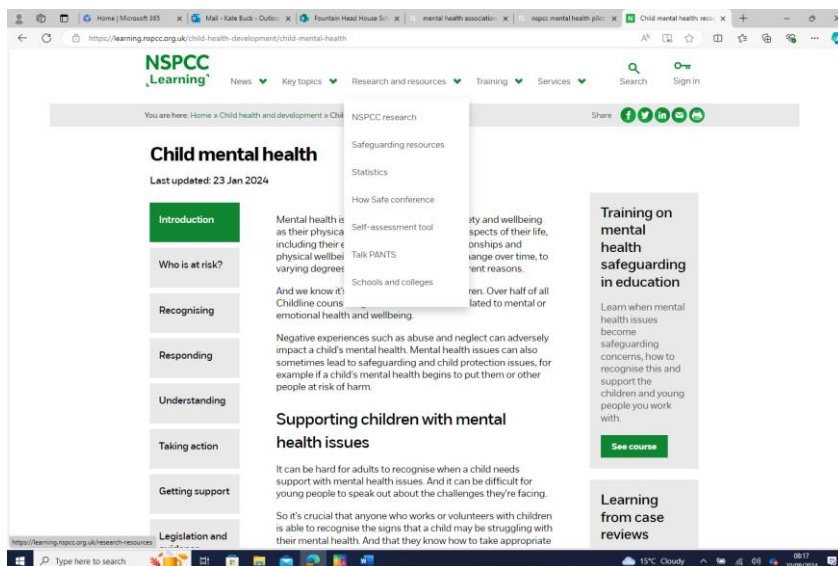
<https://www.cornwall.gov.uk/health-and-social-care/mental-health/mental-health-support-for-parents-and-young-people>

Appendix 3 – Mental Health and Wellbeing – PSHE links at FHHS

PSHE long term plans are supplemented by resources from the Mental health Foundation



NSPCC Pilot for autumn term



FHHS – Therapeutic Classroom Environment Guidelines



Rationale

A Therapeutic Classroom Environment means a classroom designed for the purpose of providing support for sensory processing needs, communication needs and social and emotional needs.

At FHHS, we understand the environment as:

- **The Space** – how to organise and set up resources;
- **The Relationships** – how to promote and support trust;
- **The Routines & Rhythms** – how to support a balanced school day;
- **The Behaviours** – how to support appropriate communication;

Getting these aspects right goes a long way to create the right conditions for pupils to feel calm and ready to learn.

The purpose of the Therapeutic Classroom Environment Guidelines is to support staff:

- to look at their classroom environment with a critical eye. It is common for things to become 'invisible' when they've been around for a while
- to seriously embark on decluttering the classroom environment. If something does not serve a practical or aesthetic purpose, it shouldn't be there
- to consider how the flow of spaces, the positioning of furniture impact on learning
- to consider how approaches and attitudes impact on learning
- to consider how the timetable and the balance of learning activities impacts on pupils' regulation
- to consider how to best support pupils to express / communicate their needs through appropriate behaviours

And, to support staff:

- Make changes to improve the classroom environment including the pupils as much as possible so that they feel a sense of ownership and belonging

The aspects listed under each environment area have a direct relationship to therapeutic approaches including, Autism Friendly Environments, Occupational Therapy and Positive Behaviour Support

Not all aspects will be relevant to all classrooms. The aspects listed offer a guide for reflection with the aim to develop a clear approach to Therapeutic Classroom Environments.

Classroom	Completed by	Date



The Space

Check each aspect	RAG	Actions
There is a sign on the classroom door with the name of the class or name of pupil (if individual space)		
The pupils' desks are placed according to pupils' sensory needs		
There is sufficient space for pupils to move around the room without disturbing others		
The layout of the classroom is well thought through (suggestion: draw a plan of the classroom)		
Furniture arranged so that pupils are not easily distracted		
Space is organised to meet the different areas of learning		
Pupils have structured individual workspaces if required		
There are quiet areas / low arousal spaces available		
There are designated safe spaces for pupils who benefit from this		
There is a 'communication board' (Velcro board) with clear labels for: Who is here today (staff & pupils)? The Visual timetable (vertical) with a finish box, etc.		
Where appropriate: <ul style="list-style-type: none"> • Individual timetables are used and displayed • Individual NOW & NEXT are used and displayed 		
There are displays which show pupils' work and achievements		
Displays are not overcrowded		
Equipment is easily accessible to pupils		
Materials are well labelled and located with visual prompts (widget)		
There is appropriate storage of pupil's belongings		
There is appropriate storage for learning resources		
Spaces are prepared before the pupils arrive		
Learning resources are used and stored appropriately once finished		
Equipment and activities are well prepared and ready for when pupils arrive		
There is a well organised Class folder with key information about planning and resources		
There is a well organised Pupil folder with key information about each pupil (i.e. Pupil Profile; PLS; Pupil Risk Assessment; Pupil Positive Behaviour Support Plan; timetable)		
All staff belongings are appropriately stored away from pupils (not in the classroom or in a locked space)		
Any other aspects which are relevant to your class and are not listed here?		



The Relationships		
Check each aspect	RAG	Actions
Staff build rapport and have a caring attitude with pupils		
Designated staff greets pupils and parents/carers on arrival		
Staff join in play sensitively supporting the pupils in developing their ideas		
Staff get down to pupil's level before starting a conversation		
Staff show genuine interest in pupils' conversations		
Staff encourage pupils to learn from each other		
Staff give pupils time to talk and think		
Staff use gestures (e.g. Makaton), visual (widget/photos) and physical cues to support spoken language		
Praise is given for small and readily achievable tasks		
Staff speak in a lively animated voice and use gestures and facial expressions to back up their words		
Effort is noticed and acknowledged so pupils feel safe to take a risk with a new idea		
Pupils have a personalised communication system as required		
All staff are trained in this communication system.		
The pupil's special interests are considered when planning work.		
Any other aspects which are relevant to your class and are not listed here?		



The Routines & Rhythms		
Check each aspect	RAG	Actions
Routines established reflect the developmental stage of pupils		
Routines are established for changing activities		
Routines are established for gaining quiet and attention		
Routines are established for 'Tidying up'		
Staff eliminate long waiting periods and make short waiting times as active as possible		
Routine is flexible to meet the needs of individual pupils		
Transitions and changes of activity within the session are planned and run smoothly		
Daily routines are in place to provide predictability		
Pupils are aware of which staff members are supporting them throughout the day		
Registers are completed systematically and on time throughout the day		
The use of 'now and next' visual boards are used where appropriate for individual pupils		
Choosing time choices are pre-planned and structured for individual pupils		
Staff are aware of specific arrangements for breaks and lunch times		
Teacher and TAs establish times to discuss planning and resources		
Any other aspects which are relevant to your class and are not listed here?		



The Behaviours

Check each aspect	RAG	Actions
Staff use observations to monitor and evaluate pupils' progress, interests and behaviours		
Staff act as a role model for desirable behaviour		
The nearest Staff deals with incidents quickly and effectively		
Peer support is used where appropriate		
Staff use specific praise that labels the appropriate behaviour		
Staff actively look for pupils behaving appropriately and reward with specific praise.		
Appropriate behaviour is 'named' and reflected back		
Staff avoid discussing incidents or describing pupil behaviour when pupils are in earshot.		
Staff encourage pupils to make the safe choices during the day		
Emotion Coaching strategies and communication tools are regularly used with all pupils		
Staff can effectively manage individual sensory needs		
Staff allow processing time after questions of instructions		
Staff use home-school books and/or complete end of day communication checklist		
Social stories are used to introduce any changes to routine or environment.		
Any other aspects which are relevant to your class and are not listed here?		