

Social, Emotional, Mental Health
3A Emotional Regulation

Universal Descriptor
Level 1

Identification and
Assessment

Teaching and Learning
Strategies, Resources and Physical Environment

The pupil shows low level, infrequent social and emotional behavioural difficulties which occasionally interrupt learning in some situations. The pupil's needs are met within their mainstream class through quality first teaching.

Low level/low frequency of social and emotional behavioural difficulties which interrupt learning in some situations. May include:

- Difficulty in following whole class instructions
- Occasional refusal to follow reasonable requests
- Poor concentration
- Difficulties working in groups, sharing and taking turns
- Some signs of low level disruptive behaviour
- Possible developmental delay
- Occasional difficulties following routines
- Underdeveloped social skills may create difficulties in getting along with others:**
- Some difficulties forming positive relationships with peers and/ or some teachers
- Possibly isolated or withdrawn
- Some patterns of stress/anxiety in specific situations
- Unpredictability, inconsistency

Assessment

Part of normal school and class assessments.

Recognition of learning styles and motivational levers

One Page Profile in place

Planning

Parental and pupil voice is included in assessment and planning

Parents involved regularly and support targets at home

Adjustments to Teaching Methods:

Staff should consider and implement as appropriate

- Use a multi-sensory, differentiated approach
- Offer support and reassurance
- Respond where possible to student interest
- Retain a sense of humour
- Model expectations and behaviours
- Modify level/pace/amount of teacher talk to pupils' identified need
- Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom. Regular class work with an emphasis on relationships, emotions, social skills, conflict resolution
- Increased emphasis on identifying and teaching to preferred learning style

Grouping:

- Mainstream class with attention paid to organisation and pupil groupings
- Nurturing classroom approaches including opportunities to take on additional responsibilities e.g. class monitor
- A quiet area in the classroom may be useful for individual work
- Create opportunities to work with positive role models
- On-going opportunities for group and 1:1 support focused on specific IEP targets
- Seating Plan if appropriate

Resources:

- Additional processing time and time allowed to complete a task
- Short term, class led individual support focusing on listening, concentration, social skills
- Preparation for any change and the need for clear routines including transition

The use of positive targeted strategies that might include:

- Pupil profile
- Class led observation
- Reward systems involving regular monitoring and support
- Home / School Communication Book
- Visual systems/timetables
- Develop friendship groups
- Low stimulus sensory area

Additional advice and support is available from:

- Consultation with other colleagues in school
- Learning Mentors
- Head of Year
- Pupil and parent voice
- GP referral to medical services e.g. assessment for hearing