



Filey Junior School Provision Map: Social, Emotional and Mental Health (SEMH)

2025-2026

[NYCC Ladder of Intervention for SEMH](#)

Universal	Early Intervention	Personalised Provision
<p>Whole school policy for Behaviour Restorative Practice</p> <p>Whole school and class reward systems promoting positive learning behaviour. Class Dojo throughout school.</p> <p>Texts/phonecalls home to give immediate response/feedback to parents</p> <p>Celebration assembly - Star of the Week to motivate pupils and acknowledge achievements.</p> <p>PHSE daily lessons to encourage personal growth, wellbeing, positive mindset/ understanding of personal/ social/British values.</p> <p>Buddy system for new starters to school.</p> <p>Enhanced level of adult support at playtimes</p> <p>Classroom rules and rewards e.g. Star of the Lesson raffle tickets.</p> <p>School rules assembly, discussion in assembly and agreement for parents.</p> <p>Staff available for mentoring to children and parents/carers</p> <p>Extra -curricular activities to support self-esteem, including Homework</p> <p>'Calm down' areas and access to calming down skills.</p> <p>Mindfulness</p> <p>Quiet room to reflect on behaviour choices.</p> <p>Participation in national initiatives - mental health week</p> <p>RSE curriculum to develop empathy</p>	<p>Adult Play leader support at lunchtimes focused activities</p> <p>Personalised reward systems</p> <p>Time out areas</p> <p>Range of Social interventions:</p> <p>Socially Speaking Intervention</p> <p>'Circle of Friends' intervention to help develop peer empathy and understanding.</p> <p>Good to be me groups</p> <p>Talkabout - self esteem, confidence, social skills</p> <p>LEGO THERAPY</p> <p>Mindfulness activities</p> <p>The Anxiety Gremlin</p> <p>Key worker approach for pupils with SEND</p> <p>Targeted 1:1 support to promote independence and resilience.</p> <p>Trauma responsive approaches</p> <p>Reactive Nurture Provision</p> <p>Targeted Nurture Group</p>	<p>Outside Agency - SEND HUB for SEMH</p> <p>TEACCH systems</p> <p>Educational Psychologist- Solution Circles involving family and key adults</p> <p>SEMH Support Plan and risk assessments</p> <p>Enhanced transition plans for moving schools and between classes</p> <p>Home/school diaries/behaviour 'link' with parents</p> <p>Additional support for children to attend visits</p> <p>Sensory / calm boxes and safe space.</p> <p>1:1 adult targeted support where appropriate: classroom, key transitions/arrival (Meet and Greet) / hometime / playtimes / school visits</p> <p>Access to targeted, indoor provision for playtimes and lunchtimes.</p> <p>Allocation of key worker for pupils with high SEMH needs.</p> <p>Interventions targeted to develop SEMH skills including:</p> <p>Volcano in my tummy</p> <p>The Big red Beast</p> <p>Playing and Talking and Drawing and Talking Intervention</p> <p>Zones of Regulation</p> <p>Thrive approach</p> <p>Way to A</p> <p>Now and Next approach - controlled choice</p>

