SEMH Provision Pyramid

Possible indicators

Eating Disorders

Anxiety

Depression

Attachment

PTSD

ADHD

Tourette's/Tics

Bereavement

ACES

Subtitles on videos Additional time given Opportunities to record learning in different ways

- written, verbal, photograph, drama, diagrams Active formative assessment throughout
lessons to enable adaptive teaching to suit the child's needs Processing time key words emphasised,
verbally and visually Advance warning of questioning or speaking/reading aloud in class Transformative
communication linked to learning powers Opportunities for overlearning Collaborative learning opportunities

- Kagen strategies used Calm learning environment Pre-teaching of vocabulary Use of visuals to support learning

- to accompany key words, actions etc Use of a whole class visual timetable Use of dual coding Child's name and
eye contact used (as appropriate) Verbal praise – catch the positive behaviours Agreed time out system Clear, simple
instructions Fiddle toys Structured, consistent routine Clear expectations of behaviour and following the school rules

Restorative approaches Zones of Regulation daily check ins Meaningful roles and responsibilities given Weekly rewards and praise
given – headteacher award, gold award, dojos, postcards home SLT, MLT SENCo learning walks to monitor provision

♦ Half-termly Parent Forum