

Mental Health Provision Map

Tier one	Tier two	Tier three
Purpose: Promote wellbeing, resilience and emotional literacy; prevent difficulties from escalating.	Purpose: Support pupils showing emerging or moderate mental health needs. Indicators: - Persistent low mood, anxiety, friendship difficulties, emotional dysregulation. - Repeated visits to the safe space; ongoing worries; avoidance behaviours. - Increasing impact on learning or attendance.	Purpose: Support pupils with significant, persistent or complex mental health needs. Indicators: - High levels of anxiety, self-regulation difficulties, or emotional distress. - Significant impact on learning, attendance, relationships or safety. - Concerns requiring multi-agency involvement – EP, ISAS
What this looks like in School: - Consistent whole-school behaviour policy and positive recognition systems (e.g. Dojo points). - Feelings charts, regulation stations. - Safe/quiet spaces in every classroom; Worry box. - Adaptations in classroom to regulate and reduce anxiety – focus toys, regulation station. - PSHE curriculum covering mental health, resilience, relationships. - Regular movement / brain breaks, - Regulation stations, mindfulness or breathing strategies. - Workshops and courses from LA and some charities shared via email with parents and carers.	What this looks like in School: - Check-in / check-out with a key adult. - Worry journals, social stories, personalised anxiety plans. - Adapted timetable, structured breaks. - Home–school communication book for emotional monitoring. Where necessary. - Support on training regarding maintaining regulation from EP and ISAS e.g. sensory needs, ADHD, executive functioning skills. - Additional transition support for the start of the day. - Pastoral support for families; signposting appropriate services. Who leads: SENCo, ISAS, class teacher,	What this looks like in School: - Individual learning support plan with SEMH targets. - Individual behaviour / regulation plan; personalised timetable. - Access to sensory circuits or calm space. - Counselling or MHST interventions. - Multi-agency involvement: CAMHS, Educational Psychologist, ISAT. - Referrals to ISAT. - Home–school TAF/TAC meetings; family support. - Alternative provision or reduced timetable (with LA involvement). Who leads: SENCo, DSL, EP, CAMHS, external agencies.

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- Local Offer link for parents on school website.
- Open-door culture for pupils and parents; strong relationships and communication.
- Whole-school singing / collective worship / assembly activities to build belonging.
- Monitoring of low-level concerns on CPOMS where appropriate.

Who leads: Class teachers, TAs, lunchtime staff, SENCo.