

Step	Area of Need	Examples of Tools and Provision
1	Pupil/Parent Voice <i>Gather the views of young people and their parents/carers.</i>	School Wellbeing Cards, Ideal School questions, RAG (Red, Amber, Green Activity), School Stress Survey, My Education Journey, Blob pictures, Children's Exploratory Drawings (CEDs), Ladder of Avoidance, Self-Image Profile, Myself As a Learner Scale, Multi-Element Plan (MEP) cards, My Return to School Questionnaire, Mind Of My Own app. Independent Advice on parent/carer/child views (www.sendandyou.org.uk), Let's Talk Tool, Structured Parental Interview.
2	Validation <i>Show the young person and family that you have listened to them.</i>	Changes to timetable and/or curriculum, e.g. part-time timetable, attending only favoured or 'safe' subjects. Changes to rules and expectations, e.g. changes to uniform policy, not being asked to read aloud, leaving 5 mins early to avoid corridor rush, registering in SEN base or hub. Changes to social periods, e.g. a quiet or safe space for break and lunch times. Sharing these changes with young person, home, and all key members of staff, for example using a Pupil Passport.
3	Relationships & Belonging <i>Help the young person build relationships with staff and peers.</i>	Home visits from Teacher, Mentor, or Learning Support. Ice breaker activities from Teachers UK. Establishing weekly clubs or peer support groups. Circle of Friends group. Weekly meetings with trusted/key adult to Prepare for and Review the timetable, researching and problem-solving issues. Attendance Officer or Family Wellbeing Service involvement. Enhanced transition support, e.g. New School Fact-finding Mission, EPS Transitions Leaflet, Young Minds transition pack.
4	Self-Esteem <i>Provide experiences of success or competence.</i>	Regular job or responsibility, e.g. caretaking plants/pets/PE equipment. Student leadership roles. Achievable homework and 'warm up' tasks for feelings of success. Achievements Record to celebrate progress/success. Team Building and Challenge activities. Resilience Ball tool to encourage students to reflect on their skills. Off-site confidence building opportunities (e.g. forest school, youth club, volunteering, EOTAS Service).
5	Calming <i>Provide objects and places which support calming.</i>	Activities from the Toolkit for Regulation (Family Action UK). Calming apps, e.g. Aura or Mindshift. Safe Space/Quiet Space accessed using an agreed discreet symbol (e.g. help pen placed on desk) or Exit Card. Planned and ad hoc Movement Breaks. Planned and ad hoc use of Sensory Toys in a personal Calm Box. Daily 5-minute Mindfulness Activities. Calming Down Worries for Children guide. Time with school therapy dog.
6	Coping <i>Directly teach coping strategies.</i>	Emotional literacy activities with an ELSA (Emotional Literacy Support Assistant). Anxiety Busting (teens), Starving the Anxiety Gremlin (5-9yrs), Anxiety and my body worksheet (primary), Think Good, Feel Good, Huge Bag of Worries, CBT Techniques for Children, Challenging Negative Thoughts, Graded Exposure guide.
7	Goals <i>Support the development of goals/aspirations.</i>	NS Post-16 Team (careers advice). Setting and Achieving Goals lesson from the Prince's Trust. Career planning discussion, e.g. Career Sectors lesson plan or Gatsby Foundation 'Good Careers Guidance' benchmarks. Journey Planner from Yes Futures UK. SMART Goals worksheet from Youth Employment UK.

