# Ryhope Infant School Academy

# Information Sharing Report

**Review Date: September 2026**

**Next Review Date: September 2027**

**Person in charge: Miss Lumsden (SENDCo)**

## Question 13

## What social and emotional development support do we have for a child?

At Ryhope Infant School Academy, we recognise that children's social and emotional development is fundamental to their wellbeing, relationships, engagement and ability to learn.

We aim to create a safe, nurturing and inclusive environment where children feel **understood, valued and supported**. We recognise that some children with SEND may require additional support to understand and communicate their emotions, develop relationships, manage sensory needs or regulate their responses to different situations.

Support is based on the individual needs of the child and may be provided through whole-class approaches, targeted interventions or more personalised provision.

### How do we support children's emotional wellbeing?

Social and emotional development is supported throughout everyday school life.

Our approach may include:

- positive and trusting relationships with familiar adults
- clear, consistent and predictable routines
- opportunities to talk about feelings and emotions
- teaching children strategies to understand and manage their emotions
- support to develop friendships and positive relationships
- opportunities to develop confidence, resilience and independence

- additional check-ins with trusted adults where needed
- nurture-based and relational approaches
- personalised support for children who experience difficulties with emotional regulation.

We recognise that behaviour can be a form of communication. Staff aim to understand the **need or difficulty underlying a child's behaviour**, rather than focusing solely on the behaviour itself.

## Zones of Regulation

We use the **Zones of Regulation** approach to support all children to develop their understanding of emotions and self-regulation.

Children are supported to recognise and identify how they are feeling and to develop an appropriate vocabulary to communicate their emotions.

Through this approach, children can begin to understand that different emotions and levels of alertness are a normal part of everyday life and learn strategies that may help them to regulate.

For children who require additional support, Zones of Regulation strategies may be personalised and reinforced by familiar adults throughout the school day.

## Sensory Circuits

Some children benefit from **Sensory Circuits** to help them regulate their sensory needs and prepare their bodies and minds for learning.

Sensory Circuits provide carefully planned physical and sensory activities and may be used to support children who experience difficulties with areas such as:

- sensory regulation
- attention and concentration
- body awareness
- coordination
- readiness for learning
- maintaining an appropriate level of alertness.

Access to Sensory Circuits is based on individual need and the impact of the support is monitored.

## Working with Healthy Heads

We work closely with **Healthy Heads** to further support children's emotional health and wellbeing.

Where appropriate, this can provide additional support, advice and strategies for children who may be experiencing social or emotional difficulties.

Working collaboratively with other professionals helps us to build a fuller understanding of a child's needs and ensures that appropriate strategies can be incorporated into their everyday school experience.

Parents and carers will be involved where individual support or professional involvement is being considered for their child.

## Our Zen Den – a quiet space at playtime

We recognise that playtimes can sometimes be busy, noisy or overwhelming for some children.

Our **Zen Den** can be accessed at playtime by children who might need access to a quieter and calmer environment.

This provides an alternative space for children who may at times:

- find the playground overwhelming
- need time away from noise and stimulation
- require a calm space to regulate
- need additional support to feel safe and comfortable during less structured times.

The Zen Den helps us to ensure that children who can find the busy playground environments difficult still have a positive and inclusive experience at playtime.

## The Green Room – a break-out and regulation space

Our **Green Room** provides a break-out space for children who may find the mainstream classroom environment overwhelming at particular points during the school day.

For some children, noise, sensory stimulation, demands or the number of people within a classroom can become difficult to manage.

Where appropriate, children can access the Green Room to provide:

- an opportunity to regulate before returning to learning
- a break away from the demands of the larger classroom
- support from a familiar adult in a quieter, calmer space.

The Green Room is not used as an exclusion from learning. It is a **supportive and purposeful space** designed to help children to swiftly regulate and be ready to re-engage successfully with learning.

## Supporting social development and friendships

We recognise that some children with SEND may require additional support to develop social understanding, friendships and positive relationships.

Depending on individual need, support may include:

- modelling appropriate social interaction
- supported play
- small-group activities
- friendship and social skills work
- support with turn-taking and sharing
- helping children to recognise social cues
- support to understand the feelings and perspectives of others
- structured opportunities to practise social skills
- adult support during less structured times where appropriate
- Playtime buddies.

Our aim is to help children develop positive relationships while respecting individual differences in communication and social interaction.

## Supporting children with emotional regulation

Some children require more personalised support to recognise and manage their emotions.

This may include:

- individual regulation strategies
- visual supports
- Zones of Regulation
- sensory activities
- movement or regulation breaks
- access to a quieter environment
- support from a trusted adult
- preparation for changes or transitions
- personalised routines
- access to the Green Room or Zen Den where appropriate.

We aim to support children to develop an understanding of **what helps them to feel regulated and ready to learn**, gradually developing their independence in using appropriate strategies.

## How do we decide what support a child needs?

Support is based on the individual child's strengths, needs and circumstances.

The class teacher may work with the SENDCo, parents and carers and, where appropriate, external professionals to identify the most appropriate support.

We follow the graduated approach:

**Assess → Plan → Do → Review**

This enables us to consider what the child needs, put appropriate support in place and review whether it is having a positive impact.

Support can then be adapted as the child's needs change.

## Working with parents and carers

Parents and carers know their children best and can provide valuable information about their child's emotional wellbeing, sensory needs and the strategies that work successfully at home.

We will work with families to:

- listen to their concerns and observations
- share information about how their child presents in school
- identify successful strategies
- discuss additional support where required
- review the impact of support
- promote consistency between home and school where this is helpful.

Where appropriate, we may also signpost families to additional support available through school, local services or other specialist organisations.

## Our approach

Our aim is to create an environment in which children understand that it is acceptable to experience different emotions and that adults are available to help when things feel difficult.

Through approaches including **Zones of Regulation, Sensory Circuits, our work with Healthy Heads, the Zen Den and Green Room**, alongside high-quality classroom practice and strong relationships with trusted adults who take the time to get to know every child as an individual, we aim to provide a graduated range of social, emotional and sensory support.

We want every child to feel **safe, included and understood**, develop positive relationships and acquire the emotional regulation skills and independence they need to flourish both in school and beyond.