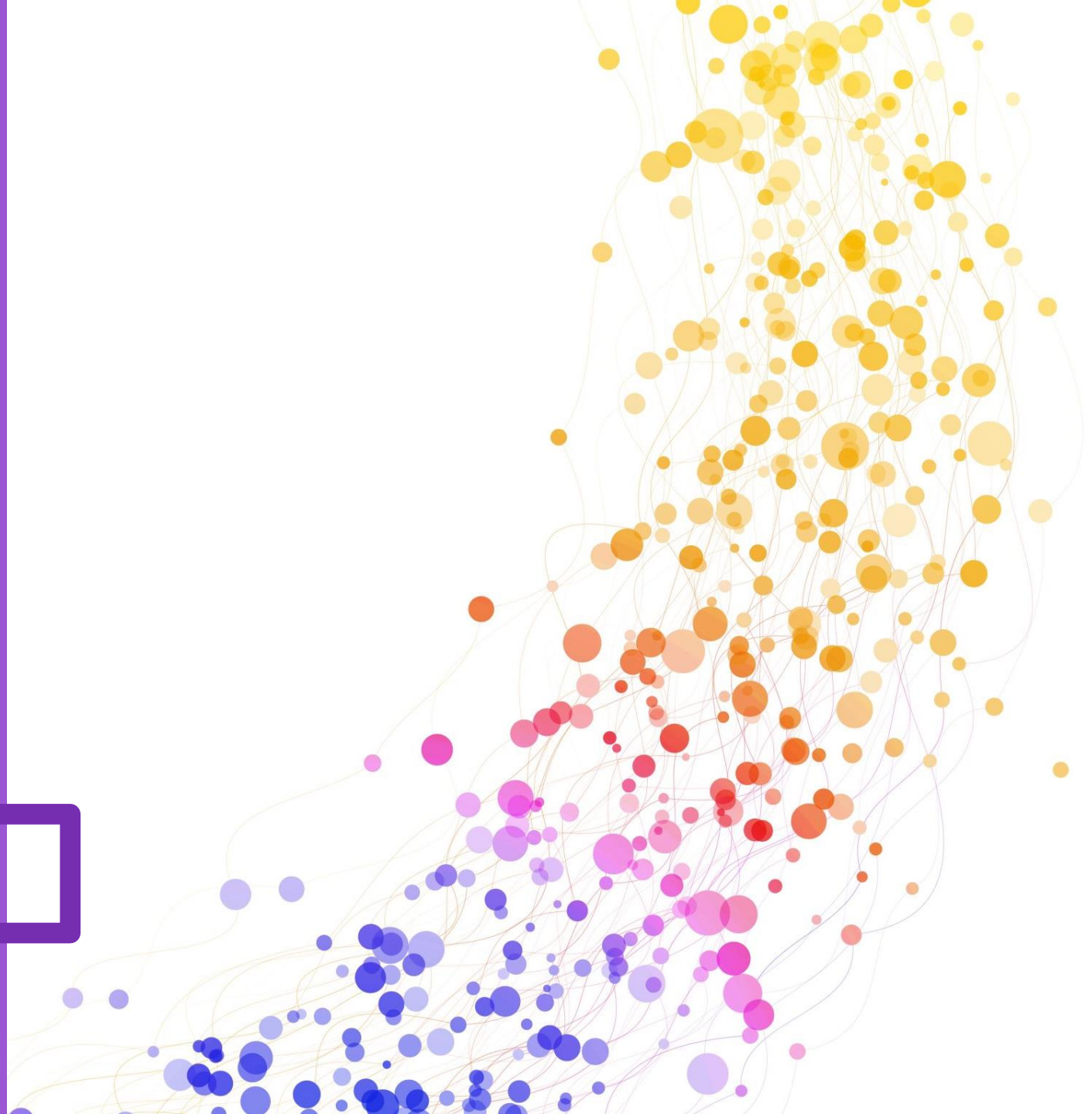


Emotion Coaching

Adaptations for use with
pupils with SEND





About Us

We are a Primary SEND Academy in The Northeast of England

We are part of a Trust with 5 other Academies


We have 189 pupils on roll

We have 2 main sites and 1 satellite provision

Our children are predominantly nonverbal



Our EC journey

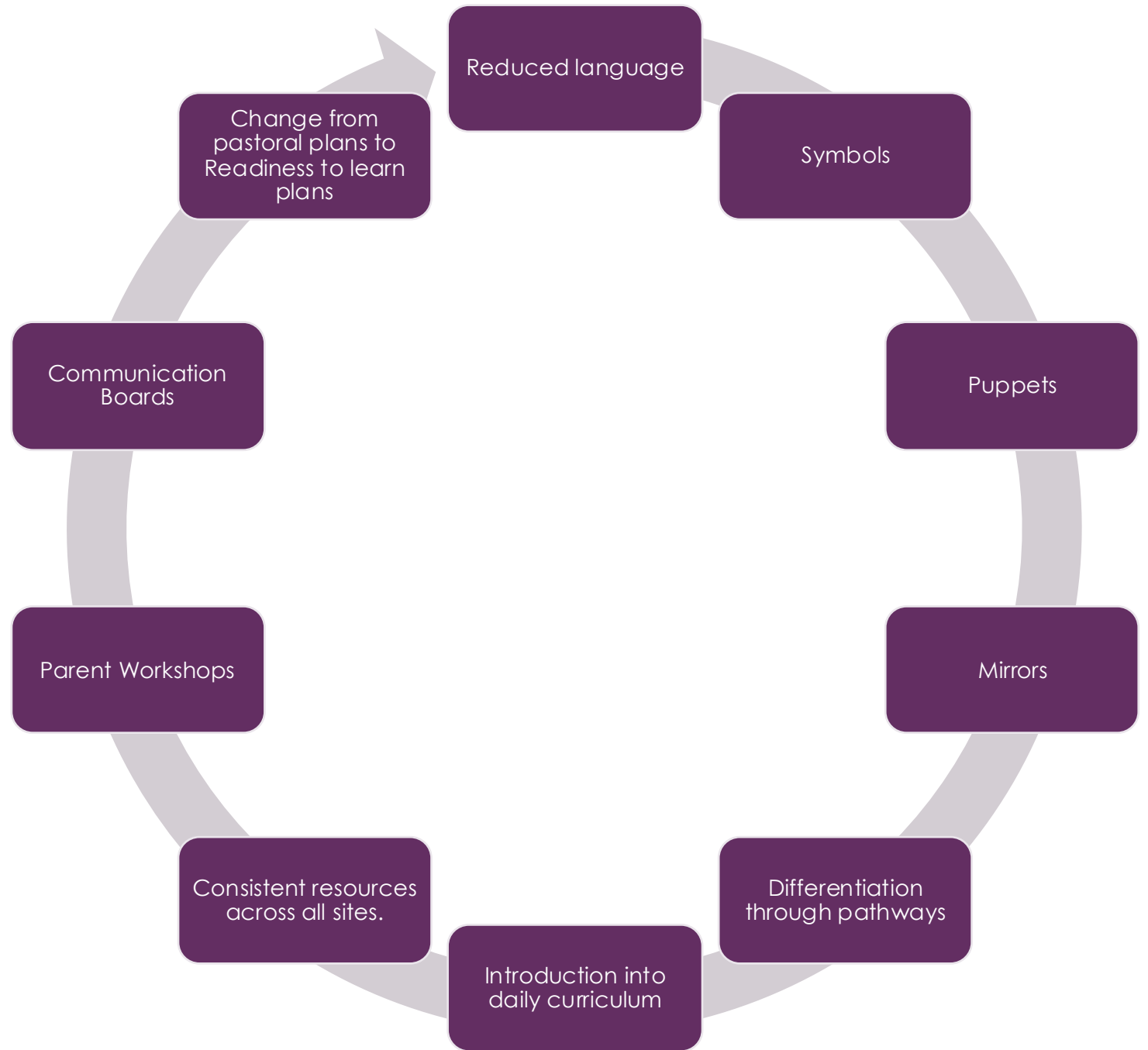
- We began our EC journey in 2018 – Janet delivered whole trust training
 - Between 2018 and 2020 we saw a 68% reduction in physical interventions.
 - I became EC practitioner for our Academy in 2022 and have continued to embed the ethos into our daily practice
- 



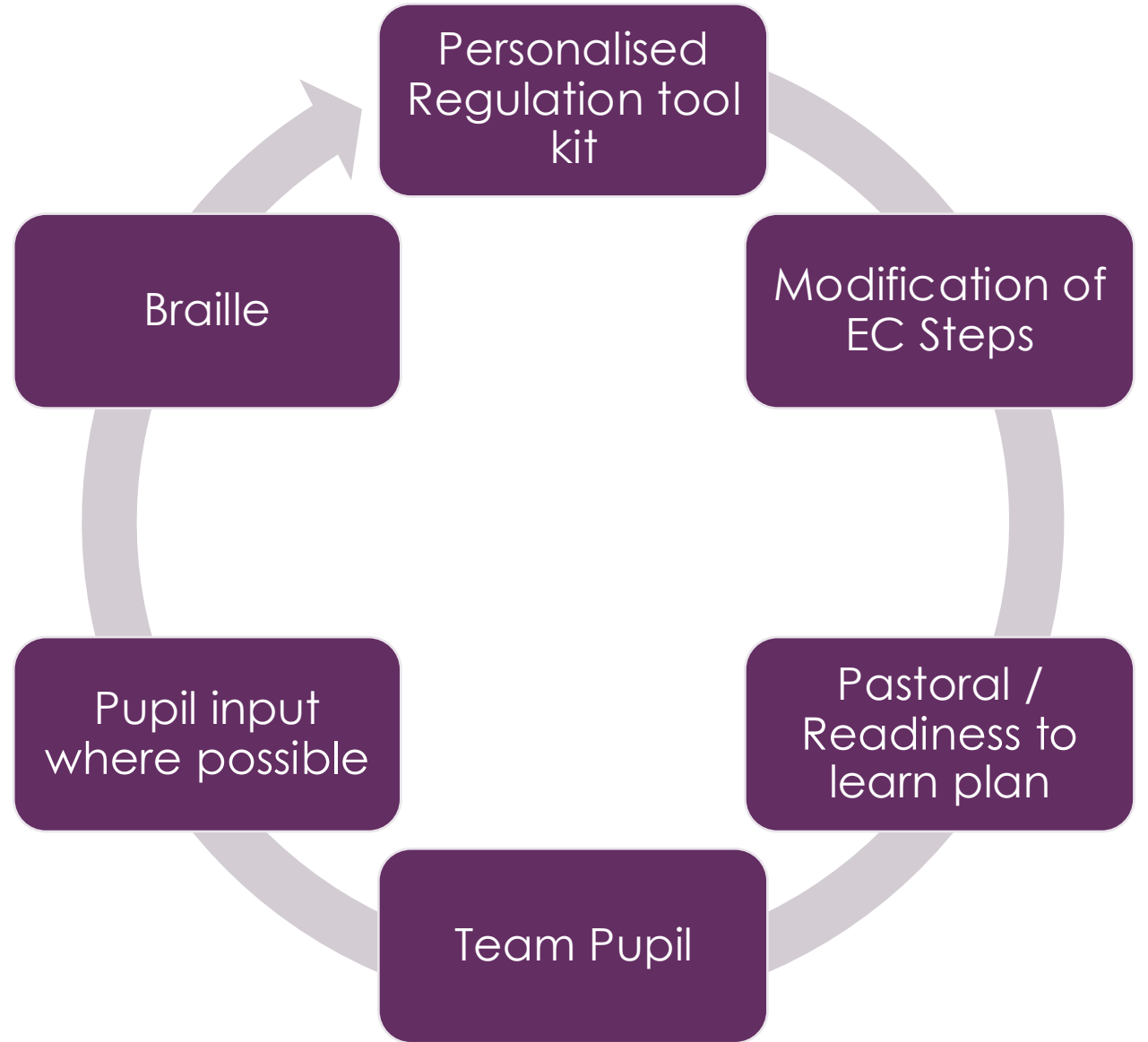
Difficulties/limitations

- Cognition – children are often unable to understand what they are feeling or unable to label emotions.
- Change in our cohort over the last few years.
- Children are often nonverbal – unable to label their emotions verbally or articulate how they are feeling.
- Staff perceptions (old cohort of staff etc.)
- High percentage of supply colleges at points throughout the year.
- Parental understanding

General Adaptations



Personalised Adaptations



Readiness To Learn Plan

Current Behaviour Profile

Please only detail behaviours observed within the past 24 months. Should a behaviour no longer be presenting please move it to the historic Behaviour Profiles page overleaf. *Essential high-risk areas should be in red text.*

Hazard / Risk Area	Triggers	What we might see	How to support	
			What to say	What to do
Running away, truanting or absconding				
Impulsive behaviour				
Physical or verbal abuse				
Sexual behaviours				
Control or manipulation				
Racial or homophobic abuse				
Self-harm				
Damage to property				
Out in the community / new surroundings or situations				
Illicit substances				
Emergency situations				



Pupil A

SEMH Pupil

No peer group

Emotions are very unpredictable

History of physical interventions

ODD Presentation

Street wise



Pupil A

Intervention Sessions

Class based check ins
throughout the day

Sharing own emotions

Modification of EC Steps



Pupil B

Highly anxious

No trust in adults

Traumatic Home life

Avoidant

Isolated from peers



Pupil B

Use of EC

Interventions

Key adults with a consistent approach

Trauma informed approach



I am in the



green zone



blue zone



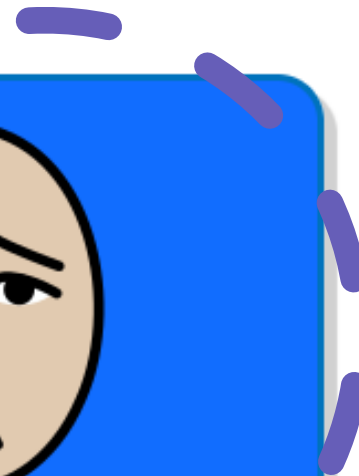
don't know



Yellow zone



red zone



Regulation Toolkit



I need



quiet time



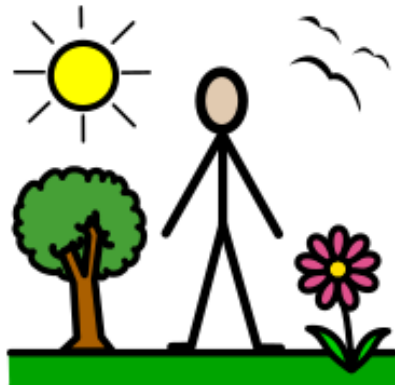
hug



sensory



drink



outside



Story



blanket

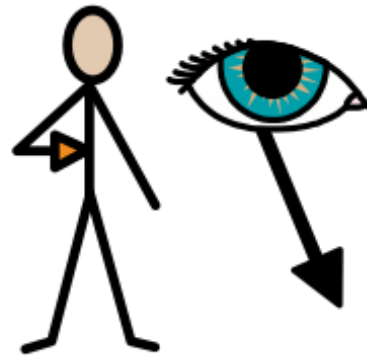
Regulation Toolkit



I need



radio



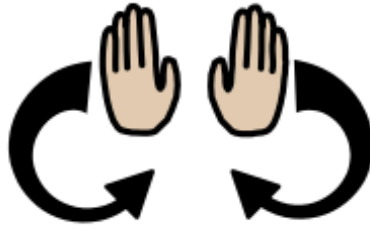
I spy



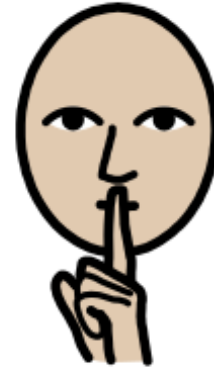
songs



hug



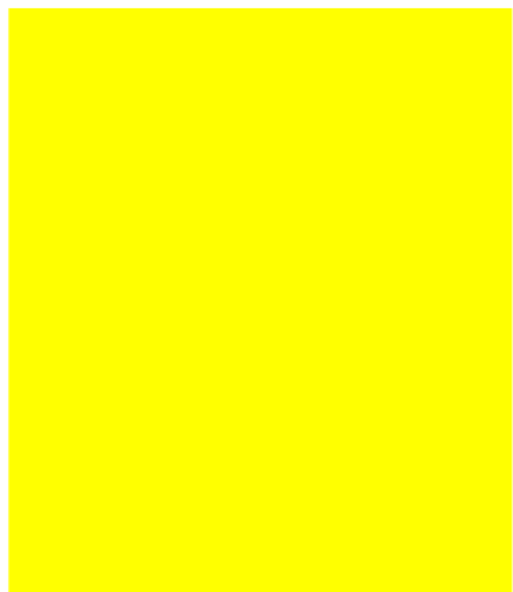
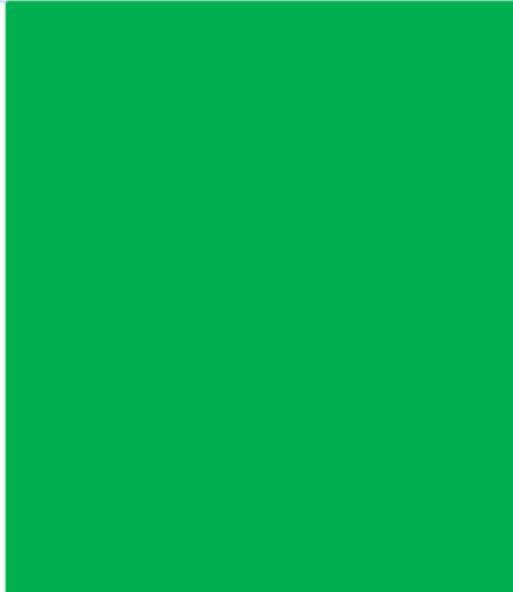
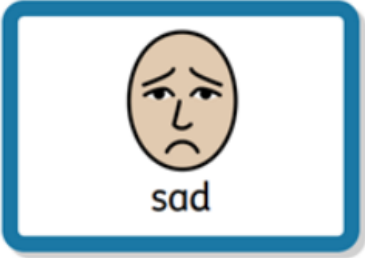
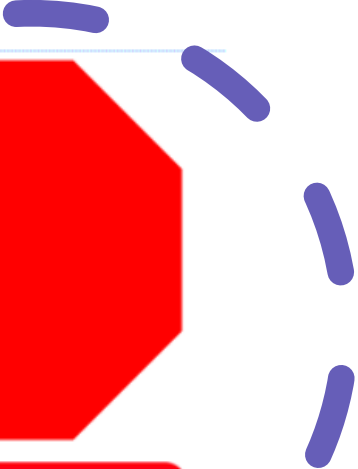
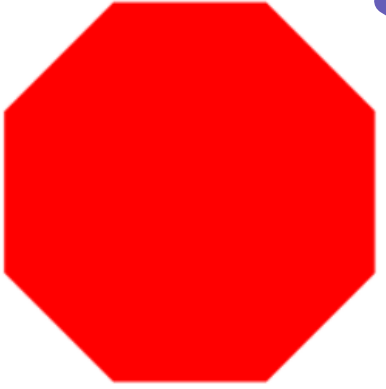
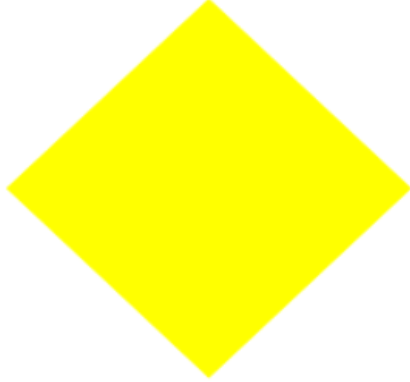
massage



quiet



help





Happy



Sad



worried



angry





angry



frustrated



happy



calm



scared



shocked



I am feeling.....



hungry



tired



thirsty



excited



bored



worried



anxious



unwell



Hurt
Someone



Don't know



Shouted



Ran Away



Broke
something



Pulled Hair



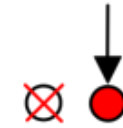
What happened?



Threw
something



Got upset



Something
else



Too Noisy



Too busy



Bored



Tired



Too hard



Tired



Silly



Hot



Anxious



Distracted



Not okay



How were you feeling?



Worried



Frustrated



Confused



Embarrassed



Scared



Unsure



Sad




Mad



Play with
someone else



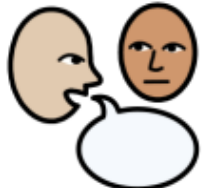
Exercises



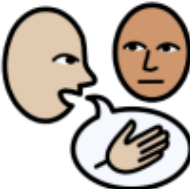
Deep breaths



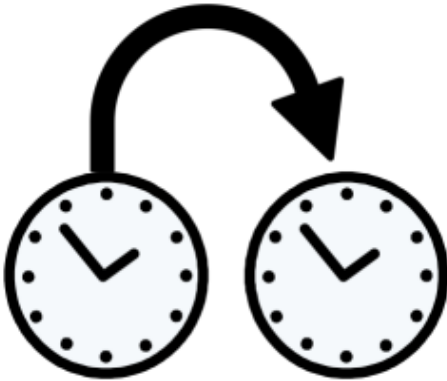
Running




Talk




Ask for help




Next time I could




Quiet time




Walk



Sensory




Squash



Music



Drink



Wait



Help