# Environmental Checklists for children with additional Social Emotional and Mental Health (SEMH) needs

This checklist is designed to help you examine the context in which behaviour occurs. Only those statements which apply to your setting need to be considered. Many of the questions could be answered during a visit of the setting.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The Physical Environment:** | *Strongly Agree* | *Agree* | *Somewhat*  | *Disagree* | *Comments* |
| The classroom is attractive and inviting  |  |  |  |  |  |
| The classroom has sufficient lighting |  |  |  |  |  |
| The classroom is at an appropriate temperature |  |  |  |  |  |
| The classroom’s acoustics are tolerable  |  |  |  |  |  |
| The classroom’s furniture and layout is arranged to best effect |  |  |  |  |  |
| There is a seating plan which is known by the child |  |  |  |  |  |
| There are clearly defined pathways with sufficient space for children to move freely between activities |  |  |  |  |  |
| **The Learning Environment:** | *Strongly Agree* | *Agree* | *Somewhat* | *Disagree* | *Comments* |
| Routines foster a calm and positive atmosphere |  |  |  |  |  |
| Routines encourage child/young person to make choices |  |  |  |  |  |
| Quiet area and/or safe space available |  |  |  |  |  |
| Frequent access to outdoor provision and/or physical activity (e.g., sensory circuits and movement breaks)  |  |  |  |  |  |
| Different learning areas are clearly outlined  |  |  |  |  |  |
| Room organisation meets differing curriculum needs |  |  |  |  |  |
| Materials easily accessible and visibly labelled to support childrens’ independent learning |  |  |  |  |  |
| Materials/resources match the learning styles of a wide range of children. Use of visual prompts such as visual timetables to indicate the key routines of the day. These can be either objects of reference, photos, symbols, hand drawings or written words |  |  |  |  |  |
| Provision and organisation of materials/activities support the development of social, emotional and behavioural skills. E.g. choice boards, targeted plans, social communication groups, reward systems |  |  |  |  |  |
| Routines and transitions are clearly signalled and actively managed |  |  |  |  |  |
| Adults consistently using positive language around and to the child |  |  |  |  |  |
| A nurtured environment and use of emotion coaching with visual aids (e.g. emotion charts, emojis or worry monsters) to support children to voice how they feel emotionally  |  |  |  |  |  |
| Rewards are valued by the child. These are small and readily achievable given fairly and consistently |  |  |  |  |  |
| **Safety**  | *Strongly Agree* | *Agree* | *Somewhat* | *Disagree* | *Comments* |
| If deemed appropriate, a risk assessment and/or individual behavioural plan been completed to assess and manage risks involved in the provision for the child |  |  |  |  |  |
| If deemed appropriate, the individual behaviour plan (needs of the child) is shared across the school, e.g., with the leadership team, all teaching staff, catering staff and midday supervisors, about what is working well; concerns, and strategies to support  |  |  |  |  |  |
| Major/repetitive incidents or communicating behaviours which cause concern are analysed so changes can be planned for (using ABC/STAR analysis tools) |  |  |  |  |  |
| The setting have communicated appropriately and effectively with the child’s parents/carers |  |  |  |  |  |
| Staff received appropriate training as part of addressing identified risks |  |  |  |  |  |

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