

Emotional regulation plan for:

Date completed:by Parent/Carer signature..... Practitioner signature

I am really good at....	I am interested in ...	I find it calming when...
Construction Drawing Helping adults with puzzles and problem solving	Making plans Building things on a large-scale e.g towers, railway tracks Outside	My co-regulator meets me when I come in and gives me some time to settle My co-regulator is there for me during the session and helps me when I find it tricky I'm playing outside
I find it tricky when ...	If I am getting upset, it helps me when an adult ...	You can help me to understand my emotional needs by...
It's time to stop doing something I enjoy Other children get involved when I'm making things The session is too busy and noisy	Uses visuals to give plenty of notice of change – maybe with colours to show 20 mins; 10 mins; 5 minutes Offers an alternative activity which engages me like laying the table and tidying up the bricks Is alongside when I'm beginning to find something tricky and asking an 'I wonder' question. "I wonder if we could work together to build a little bit of the train track today" If I can be on my own away from other children in a quiet, soothing space If an adult sings to me/with me while rubbing my back	Talking to me when I'm calm about my emotions and name them Agreeing what may help me when I'm finding it tricky Pointing out to me where things are getting better

Provision map for children experiencing high social and emotional needs:

Unique child:	Enabling environment:
Simple strategies shared with all children to support regulation: counting forwards or backwards while inhaling and exhaling deep breaths; taking oneself to a quiet space; doing something they like e.g. reading a book' painting a picture or going outside to reset	Sensory area/calm space
	Flexible routines to support individual children's needs
	Visual support to understand routines and expectations
	Free flow inside/outside
	Accessible resources and enough in quantity to promote play and sharing
Sensory breaks: opportunities to run around and get out of breath; lift, pull or push heavy objects (safely); be in nature	Visual supports and symbols used to communicate routines, expectations and to understand/express emotions
	Comforters in place; Calm basket of activities; Safe spaces; Calm boxes
Positive relationships:	Learning and development:
Co-regulator is readily available to positively support the child throughout the session Regular check ins with child	Emotion coaching during whole/small group time
	Encouraging independence to name and manage emotions
Consistent approach across the setting outlined in Emotional regulation plan	Characteristics of effective learning
	Praise
Setting has consistent names for main emotions. These are discussed with all children to build awareness of their emotional responses to situations and what happens to their bodies when we are happy, sad, angry; scared e.g. when upset our heart beats faster, we breath faster and we can't hear or focus very well	Proximity to others and growing acceptance of this -supported parallel play with one other peer practiced over and over again
Adults modelling key emotions: happy; sad; angry; scared.	
Adults taking time to reflect with individual children when they are calm	

[SEND Resources - Family Hub](#) for early years children with high social and emotional needs