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| What do you notice? | Comments - Use information from the child’s specialist reports, Being Kept in Mind and observations. |
| How does the child manage their emotions, are they able to regulate themselves or prefer to co-regulate with someone else? Does the child use language relating to emotions?  |  |
| How does the child respond to transitions throughout the day? Are any strategies used during this time to support the child, such as Now and Next.  |  |
| Does the child play with a range of toys independently? They show resilience and perseverance during their play. |  |
| What do you note about the child’s level of hyper vigilance? Is their ‘fight, flight, freeze’ response disproportionate?  |  |
| Is the child able to build and maintain positive relationships with key adults and/or their peers? Does the child have a preference of who they prefer to spend time with? For example, on their own, a key adult or one special friend.  |  |
| What do the key adults at home notice, is the child’s behaviour similar or different when at home? If so, how?  |  |
| Does the child show pride in what they have created and want to share this with others? How does the child respond to praise and new experiences do they show a level of confidence and high self-esteem?  |  |
| Does the child ever display any behaviours which are implosive, and the reason is not known to key adults?  |  |
| Are there areas within your setting that your child spends a lot of time in or actively avoids?  |  |
| What does your knowledge of the child tell you about their progress across the Prime Areas of Learning?  |  |

**Social Emotional and Mental Health**