

Social, Emotional and Mental Health

Universal provision

Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- Continuing Professional Development opportunities for all staff relating to the needs of children and young people with SEMH
- School is aware of the guidance and support available for staff from organisations specialising in SEMH.
- Opportunities identified and embedded across the curriculum for learning in social, emotional and behavioural development
- Staff are aware of how the curriculum can be differentiated for children and young people with SEMH and differentiate appropriately. To include:
 - ◊ Practical work with concrete/visual materials to establish concepts and skills
 - ◊ Active learning approaches
 - ◊ Additional opportunities for non desk based learning/activity
 - ◊ Access to grouping that enables children and young people to work with positive role models for social interaction and appropriate behaviour such as Circle Time and/or group work
- A nurturing environment with opportunities for learning through play (in the early years and primary phase) and with opportunities for small group experiences in a safe and secure space (in the secondary phase)
- The curriculum for PSHE well developed and addresses the development of social skills, the management of emotions and an understanding of appropriate behaviour e.g. through use of SEAL
- In Key Stage 3/4/5, small group teaching for Award courses/Alternative accreditation, work related learning and college opportunities, and programmes to develop skills for life
- Class/Year Group provision map, highlighting interventions in place
- Audit and monitoring of the learning environment, the teaching and learning strategies and delivery style to ensure appropriate adjustments to maximise engagement
- Strategies to develop and extend listening and attention
- Updated information and advice re: proactive strategies to support the children and young people distributed to all relevant staff
- Staff adopt strategies identified by SENCO and/or outside agencies. To include:
 - ◊ Regular planning of specifically differentiated work to ensure effective inclusion in all areas of the curriculum
 - ◊ Programmes to help with sequencing and organisational skills; Strategies to promote problem solving
 - ◊ Alternative forms of recording to avoid the need for extended written work
 - ◊ Careful choice of working partners and groups to facilitate social interaction
 - ◊ The use of supported group work within/outside the classroom
 - ◊ Building self-esteem/self-worth by encouraging children and young people to take on responsibilities in the classroom, around the school and off-site
 - ◊ Giving children and young people time with staff to identify appropriate strategies to address day to day issues with peers and/or help manage emotions
 - ◊ The inclusion of children and young people in time-limited targeted intervention groups according to individual need (language and communication, literacy, numeracy, fine/gross motor skills)

Assessment

- Whole school awareness of the link between behaviour and learning
- All staff aware of the characteristics of SEMH and able to contribute to early identification
- All staff understand the broad continuum of SEMH needs (ranging from extreme acting out to acutely withdrawn behaviour) and able to highlight concerns where appropriate
- SENCO/teachers/ staff use range of assessment tools to assess children and young people with SEMH, taking account of relevant factors beyond the classroom
- When building up a profile of a children and young people's needs school are aware of the link between SEMH and other SEN.
- Regular reviews of progress to include children and young people, parents/carers and specialist teacher (where appropriate) as part of whole school processes

Pastoral Care

- Whole school policy for promoting positive behaviour, based on positive reinforcement, and applied consistently by all staff
- School ensures use of sanctions for inappropriate behaviour does not compromise a children and young people's entitlement to a broad and balanced curriculum
- School has a common language to describe behaviour
- School has a clear, positively worded Code of Conduct agreed by staff, children and young people and parents/carers
- All staff model the behaviour and social skills they want children and young people to use
- Induction of new staff includes a specific introduction to the school's policy for promoting positive behaviour
- Mutual support between parents/carers and school in how to support development of children and young people's social, emotional and behavioural development
- With support and advice, all staff understand how to differentiate the whole school policy for promoting positive behaviour to take account of the individual needs of pupils with SEMH
- Recognition of the stress and difficulties that children and young people with SEMH can experience and positive action taken to support the children and young people
- Rewards and recognition of progress
- Individual or small group pastoral support time; Additional support available for unstructured times e.g. lunch time clubs
- Regular sharing of information with parents/carers
- children and young people aware of who they can go to should they need support

Social, Emotional and Mental Health Special Educational Needs Support

Curriculum and Teaching

- SENCO/Identified behaviour lead is responsible for monitoring, advising and co-ordinating all interventions.
- Attendance at specialist provision, in school or out of school e.g. Learning Centres.
- Targeted advice/support/intervention from specialist support services
- Relevant information shared with all staff within the school on a need to know basis.
- Teachers adopt strategies identified by SENCO/specialist support services to support individual needs of children and young people.
- Significant differentiation of the curriculum according to individual need to maintain mainstream placement.
- Longer term individual or small group teaching to:
 - ◊ Improve children and young people's well-being, with particular emphasis on building personal resilience.
 - ◊ Address social, emotional and behavioural development.
 - ◊ Provide planned opportunities to ensure generalisation and embedding of skills across the curriculum.
 - ◊ Provide strategic withdrawal for specific skills work or therapeutic input (play, art, music therapy, role/drama games).
 - ◊ Develop and extend listening and attention through Precision Teaching
- Increased adult/children and young people ratio in the classroom.
- Targeted use of supported group work within/outside the classroom.
- Updated provision map/individual plan identifying all 'additional to' and 'different from' provision and including guidance/advice/intervention from specialist support services.
- The use of nurture groups or nurturing approaches.

Assessment

- School undertakes detailed/focussed assessment to clarify the frequency, severity, duration and nature of any behaviours. To include:
 - ◊ Ongoing curriculum assessments
 - ◊ Diagnostic tests.
 - ◊ Observing and recording responses in different environments
 - ◊ Identifying strengths and difficulties
 - ◊ Revisiting learning rates and preferred learning styles.
- Further in school or external agency assessments when there is evidence of limited progress despite high quality time limited interventions at early years/school action.
- A multi-agency meeting, such as CAF or Team Around the Child, set up, as appropriate.
- Regular reviews of progress to include children and young people, parents/carers, specialist support services and outside agencies.

Pastoral Care

- Regular communication between school, parents and external agencies regarding children and young peoples needs
- The provision of parent/carer support groups/parenting courses, with advice and support from CAMHS and other agencies.
- Strategies to facilitate transitions during the school day (transition from one teacher to another/one subject class to another/from classrooms to outside areas/dining room/between buildings).
- Dedicated space or particular activity for difficult times.
- Referral to individual counselling or therapeutic support through school or other agencies considered.
- Individual risk assessment and individual handling plan.
- Mentoring programmes (e.g. peer mentoring, learning mentor).
- Support strategies such as Restorative Approaches, Circle of Friends, discussion groups.