**SEMH - A Graduated Approach**

A graduated approach is applied to all types of need. The following pages contain three Social, Emotional and Mental Health checklists. They describe actions to be undertaken under each of these headings and follow the format of:

* Assess
* Plan
* Do
* Review

**Checklist One** describes actions to be undertaken for ALL children and young people. Much of this is based around Inclusive Quality First Teaching.

**Checklist Two** describes actions to be undertaken for SOME children and young people. This is based around Inclusive Quality First Teaching plus additional time-limited support programmes.

**Checklist Three** describes actions to be undertaken for a FEW children and young people. This includes Inclusive Quality First Teaching plus increasingly individualised intervention programmes to accelerate and maximise progress and close performance gaps.

The checklists are designed to assist our school in ensuring a rigorous, consistent approach to support for Social, Emotional and Mental Health.

**1. Social, Emotional and Mental Health Checklist One - All Children and Young People**

All teachers are teachers of learners with SEN. All learners benefit from Inclusive Quality First Teaching. There will be high expectations that good progress is made.

**Checklist One - All children and young people**

**Assess**

* Is the learner underachieving or do they have any special educational needs?
* Are there any other factors such as EAL?
* Discuss any concerns with the learner, all teaching staff, and parents
* Establish the learner’s strengths and barriers to achievement
* Do observations in class and in less structured situations
* Review attainment and progress data
* Look at scores from standardised tests e.g. reading, spelling, maths and other diagnostic assessments
* Analyse the learner’s work and learning style – all areas
* Check attendance, health and safeguarding records
* Review school processes for ensuring Inclusive Quality First Teaching – ensure Social, Emotional, and Mental Health is supported through PSHE&C, the School Council, SEAL, Rtime, Circle Time, Lunchtime Behaviour Plans etc.
* Review school processes for creating an inclusive school culture supported by positive and consistent behaviour management
* Audit staff training needs.

**Plan**

* Investigate local community assets to support child/family
* Involve the learner and their parent/s in the process
* Use a learning assessment to ensure appropriately differentiated work and ensure any gaps in learning are addressed
* Use the learner’s and teacher’s analysis of his/her learning style and needs to create an environment in which the learner can work, making use of flexible and multi-method learning approaches
* Ensure everyone manages behaviour processes consistently

**Do**

* Revisit whole school Behaviour and Discipline Policy, Anti-Bullying Policy – Rules, Rewards and Sanction systems
* Use PSHE/RSE, Wellbeing Champions, Wellbeing Wednesdays, Whole School Values, Circle Time, Peer Massage where appropriate
* Promote a positive ethos and inclusive culture through assemblies, school council, and school newsletters
* Consider the DfE document - Mental Health and Behaviour in Schools. Departmental advice for school staff (DfE, November 2018)
* Be aware of the need to promote social, emotional and mental health during extra-curricular activities, school trips, lunchtime clubs

**Review**

* Analyse to ensure teaching and learning has been effective. If it has, then continue to support the learner through the systems already in place.
* However, if the learner has not made the same progress as other learners with the same ability and needs then consider further support.

**2. Social, Emotional and Mental Health Checklist Two - Some Children and Young People**

Some children and young people will require time-limited intervention programmes in addition to Inclusive Quality First Teaching; in order to secure effective learning and increase their rate of progress.

**Checklist Two - Some children and young people**

**Assess**

* Undertake classroom observations
* Discuss concerns with the learner, his/her parents/carers and all teaching staff
* Holistic view of the child/young person including other factors
* Pre and post assessment of interventions with clear success criteria
* Use assessment tools such as The Motional Tool, Executive Skills, Skills for Learning (formerly QCA EBD Scale available from TESS), Goodman’s Strengths and Difficulties Questionnaire to base line and measure progress
* Risk Assessments
* Audit Staff Skills

**Plan**

* Investigate local community assets to support child/family.
* Involve the learner and their parent/s in the process
* Involve Support Services at a consultation level
* Use assessment to plan appropriately differentiated work and ensure any gaps in learning are addressed
* Create an environment in which the learner can work; making use of flexible and multi-method learning approaches and consider alternative ways of recording to enable pupils to demonstrate their learning
* Consider deployment of support, ensuring everyone receives appropriate training and develops an understanding of the pupils needs
* Ensure everyone manages behaviour processes consistently
* Using appropriate paperwork, the teacher(s), in consultation with the SENCO, pupil, parent and others involved, are responsible for:
* Planning interventions
* Considering the time, support and resources required
* Setting appropriately challenging SMART targets based on age, prior attainment and SEN/SEMH needs, with clear expected outcomes
* Setting a review date

**Do**

* Planned structured researched programmes of small group support delivered by trained teaching staff (Teachers and/or Teaching Assistants).
* It can be delivered within a whole class as part of guided work or in another part of school
* The class teacher should work closely with staff involved in delivering interventions to assess impact.
* The class teacher is responsible for ensuring and monitoring that learning progress occurs.
* Small group interventions with positive role models and differentiated learning to ensure success and increase self-esteem e.g.
* Nurture Room
* Circle Time
* Socially Speaking, social skills activities
* Understanding and controlling emotions activities
* Anti-bullying interventions
* Peer support systems (e.g. Wellbeing Champions)
* Restorative Justice approaches
* Lego therapy
* Play Therapy
* Dog Mentor

**Review**

* Evaluate intervention to ensure teaching and learning has been effective.
* If it has, then continue to support the learner through the systems already in place.
* However, if the learner has not made the same progress as other pupils receiving similar support then consider asking for advice through a consultation with support services.

**3. Social, Emotional and Mental Health Checklist Three - Few Children and Young People**

A few children/young people will require increasingly individualised intervention programmes, in addition to Inclusive Quality First Teaching, to accelerate and maximise progress and close performance gaps.

**Checklist Three - Few children and young people**

**Assess**

* Consider all previous assessments, progress over time and refer to appropriate support services. Support services may;
* Have discussions with the learner, parents/carers and teaching staff
* Make classroom observations, and use assessment tools
* Assess using diagnostic assessments
* Provide a report detailing recommendations.

**Plan**

* Investigate local community assets to support child/family
* Involve the learner and their parents/carers in the process
* Use assessment of cognitive development to plan appropriate tasks and ensure any gaps in learning are addressed
* Make use of recommendations and strategies described in support services reports
* Consider deployment of support ensuring everyone receives appropriate training and develops an understanding of the pupil’s needs
* Ensure everyone manages behaviour processes consistently
* Using appropriate paperwork, the teacher(s), in consultation with the SENCO, pupil, parent and others involved, are responsible for:
* Planning interventions
* Considering the time, support and resources required
* Setting appropriately challenging SMART targets based on age, prior attainment and SEN/SEMH needs, with clear expected outcomes
* Setting a review date

**Do**

* Planned structured researched programmes of small group support delivered by trained teaching staff (Teachers and/or Teaching Assistants).
* It can be delivered within a whole class as part of guided work or in another part of school
* The teacher in class should work closely with staff involved in delivering interventions to assess impact
* The teacher in class is responsible for ensuring and monitoring that learning progress occurs
* Small group interventions with positive role models and differentiated learning to ensure success and increase self-esteem, for example:
* Nurture Room
* Circle Time
* Socially Speaking, social skills activities
* Understanding and controlling emotions activities
* Anti-bullying interventions
* Peer support systems (e.g. Wellbeing Champions)
* Restorative Justice approaches
* Lego therapy
* Play Therapy
* Dog Mentor

**Review**

* Review outcomes at the time previously planned. Evidence of outcomes should include all data and feedback from all involved – the pupil, their parent, the teachers, teaching assistants and SENCO. This review may also involve support services.
* The review will consider the impact of the intervention on the pupil’s progress and evaluate the effectiveness of the support. Analysis should ensure teaching and learning has been effective. If this is the case, then continue to support the learner through the systems already in place.
* **However, if the learner has not made the same progress as other pupils receiving similar support then referral for an Education Health and Care Plan may be appropriate.**