



The Graduated Approach to SEN Support

Social, Emotional and
Mental Health





Foreword

Improving the outcomes for our children with Special Educational Needs & Disabilities (SEND) is at heart of our **Inclusive Ambitions** to tackle key inequality issues in Kirklees. Investing in and working with our learners and their families at the earliest opportunity will support us to help them in achieving their best possible outcomes.

There are four broad areas outlined in the SEND Code of Practice (2015). They provide schools with an overview of the range of needs that should be planned for. The purpose of identification, however, is to work out what action the school needs to take, not to fit a child into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

Social, Emotional and Mental Health (SEMH) is one of the four broad areas of need as outlined in the SEND Code of Practice (2015).

This guidance is designed to support schools **identify** the strengths and needs of learners with Social, Emotional and Mental Health needs and suggests a range of **targeted** provision that may need to be put into place for learners with special educational needs and disabilities at **SEN Support**.

It builds on the Kirklees description of **Inclusive High Quality Teaching** which has been developed in the form of an **audit tool** to support mainstream schools evaluate the extent to which they can meet the requirements of learners with SEND within the day-to-day classroom context. It is this inclusive high quality teaching which is expected to be in place for all learners, every day in every classroom.

It is important that this audit tool is utilised prior to considering this guidance; as the SEND Code of Practice (2015) states, 'additional intervention and support cannot compensate for a lack of good quality teaching' (para. 6.37).



What will this guidance help me with?

ASSESS

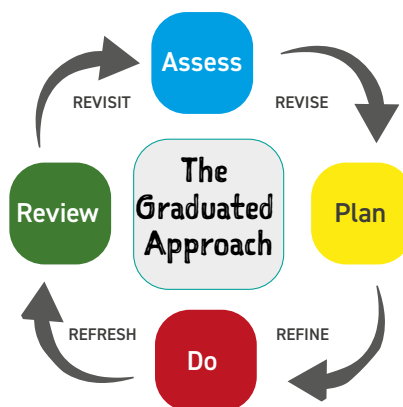
To support the ASSESS phase of the Graduated Approach, this guidance firstly provides an overarching description of the broad range of strengths and difficulties that may present for a learner with special educational needs in the area of Social Emotional and Mental Health. It is designed as a starting point to begin to identify in close detail where a learner's barriers to learning may lie.

PLAN

It then suggests a range of targeted SEND provision which is additional to and/or different from the universal offer of inclusive high quality teaching that schools may need to put into place for our learners with special educational needs in this area. It is targeted because it is designed to address specific barriers to or gaps in learning that have been identified at the ASSESS phase of the Graduated Approach.

Targeted provision should be carefully planned for, with clear expected outcomes linked to provision. It may be planned to take place within or away from the classroom, possibly as an intervention led by a teacher or teaching assistant. If this is the case, schools need to:

- Have a clear justification for this being the best approach.
- Be clear as to the purpose of targeted provision.



- Discuss and agree the expected outcomes.
- Ensure teachers remain responsible and accountable for progress, even where learners are receiving targeted provision away from the classroom.
- Keep targeted provision under review as part of the graduated approach; including planning for alternative approaches or specialist advice where needed.

Schools will need a planning tool to record the targeted provision to be put into place and the outcomes sought and the progress made. It is for schools to determine their own approach to record keeping, but it may incorporate the use of provision mapping and an individual plan for the learner such as an IEP or MSP. It is vital that the learner and their parents/carers are also involved in making decisions about the type of targeted SEN provision that will be put into place and in the evaluation of the impact. Utilising Person Centred Approaches through the Graduated Approach will provide a rounded picture that is focused on what is important to and for the learner, from their perspective and from that of the people close to them.

This document also provides guidance for schools on the key elements that constitute good practice at the **DO** and **REVIEW** phases of the Graduated Approach.

The Conditions for Inclusion for Learners with SEND

For learners with SEND, their environment can have a profound impact upon their feelings of belonging and aspiration; the influence of school culture, ethos and attitudes of staff and peers are highly influential.

Everyday relationships and interactions with staff and peers form the basis of each learner's school experience. Where they are positive and nurturing, our learners with SEND are far more likely to feel they belong and can thrive at school.

Fundamental conditions for inclusion should be in place prior to individualised targeted provision for our learners with special educational needs and disabilities:

- An inclusive culture that permeates policy and practice across all aspects of school life.
- An ambitious vision.
- Equality of opportunity across all aspects of school life.
- An understanding and application of the duty to make 'reasonable adjustments' across all aspects of school life.
- Alertness to possible unconscious bias that may lead to reduction in aspiration.
- Prioritising independence.

- Representation of positive role models with SEND through the curriculum, resources, visiting speakers.
- Ensuring learners with SEND are represented in all aspects of school life e.g. school plays, clubs, school councils, sports and music events

Positive relationships between teachers and peers and inclusive teaching practice built on established inclusive principles are fundamental to improving outcomes for all learners.



A whole school approach to Social Emotional and Mental Health

Social and emotional well-being refers to a state of positive mental health and wellness (Partnership for Well-being and Mental Health in Schools, 2015). Evidence suggests that each child's environment can have a profound impact upon their social, emotional and mental health. This is true of a learner's school environment where the influence of school culture, ethos and staff upon SEMH cannot be understated. It is the quality of everyday experiences and interactions that form the basis of each learner's school experience. These are most likely to be positive and affirming where there is:

- A fully inclusive school ethos and climate which builds school 'connectedness' – a feeling of being accepted, respected and belonging within the wider school offer including any extracurricular activities.
- Effective planning and delivery of a curriculum for Personal Social and Health Education and Relationships and Sex Education.
- Pastoral systems that are well aligned with SEN systems within school to ensure effective communication to frontline staff about learners' holistic needs and staff involvement in meeting them.
- A Relationship or Behaviour Regulation policy that emphasises the emotional and relational components of learning. Such policies need to be sensitive to the diverse needs of young people and ensure that there are appropriate adjustments for learners with additional needs in line with Equalities legislation.

This can enhance protective factors such as:

- Positive relationships with peers and teachers.
- Positive mental health.
- A sense of security and safety.
- Reduction in risk factors such as low academic achievement, disengagement, bullying and relationship difficulties.

Positive relationships are of fundamental importance in laying the foundations for continuing SEMH. We know that a learner experiencing positive SEMH is more likely to approach their learning with confidence, which has a direct impact on attainment and vice versa. Building positive relationships between teachers and peers and embedding a restorative approach to resolving issues within policies and classroom practice, are fundamental to improving outcomes for all learners, not least within the area of SEMH.

A whole school approach, therefore, is integral to promoting positive SEMH and should form a necessary precursor to targeted individualised support, where these are thought to be appropriate. The SENCO and Senior Wellbeing Lead should work in partnership work to develop and implement the whole school approach. The SEMH Audit for Schools compiled and developed by Kirklees Educational Psychology Team can support schools with the development of this offer.



How might Social Emotional and Mental Health Needs present?

Our learners may present with a range of social, emotional and mental health difficulties which impact upon their learning and social inclusion and which manifest themselves in many ways. Behavioural difficulties do not necessarily mean that a learner has SEND. However, becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressed behaviour are often an indication of unmet SEND which may include aspects of cognition and learning or complex communication and interaction needs.

Behaviour is a form of communication that may indicate there is an unmet need. This need may not mean that the learner has SEND, but it should not be viewed solely as 'behaviour.' Where behaviours of concern are present, there should be a period of assessment to determine whether there are any factors, such as undiagnosed learning and/or communication needs or mental health issues or difficulties with social interaction. Such difficulties may vary in severity and intensity and may change over time and across different contexts and environments. For some learners, difficulties with mood (anxiety or depression), self-harm, eating disorders, substance abuse or physical symptoms that are medically unexplained will require adjustments to be made in school.

As detailed an assessment as possible should ensure that the full range of an individual's strengths and needs are identified; this may need to go beyond the primary area of need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them using well evidenced SEN provision targeted at their area of difficulty.

The suggested targeted provision outlined within this guidance document, in addition to inclusive high quality teaching as outlined in the audit tool, will support effective teaching and learning for this group of learners. The curriculum approaches and strategies detailed are not prescriptive or exhaustive. They are intended to guide schools as to the type of provision expected within the graduated approach to identifying and meeting special educational needs at SEN Support and should be delivered in accordance with a learner's assessed needs and agreed outcomes.

Assess

THE GRADUATED APPROACH

- SENCo, teacher(s) and key staff meet regularly keep the analysis of strengths and needs under review to ensure support is matched to need.
- Parent/carer and learner views support the analysis of strengths and needs – conversations are carried out with sensitivity and honesty.
- Use of detailed National Curriculum and individualised assessment tools in relation to specific descriptors may be necessary to identify strengths, gaps in and barriers to learning to inform planning.
- Specialist SEND services can be contacted where a school requires further guidance around understanding the learner's strengths and needs and approaches to support.

Guidance to support the identification of strengths and needs

This is not a tool for diagnosis, but can be used to support school processes to identify a learner's strengths and needs in the area of social, emotional and mental health. SENCOs can work with teachers to use this when they are raising concerns around possible SEND within this broad area and continue to use it as needed, within the Assess phase of the Graduated Approach. After using this guidance, see the DESCRIPTION OF TARGETED PROVISION table below for suggestions around the type of support and intervention to consider when you move to the PLAN phase of the Graduated Approach.


Assess

Prompt questions

*When considering 'What do our observations tell us?' it may be useful to reflect on and record your thoughts on the following:

- What does the learner's strength or difficulty in each area look like and how do we know?
- Do the learner's strengths and needs present differently in different contexts and environments, including at home; when does this happen, when does it not happen?
- To what extent is this need or difficulty having an impact on learning?
- Are there areas we are not sure about and need further assessment? How will we do this? Do we need to look at any other areas of need?

After using this Assessment tool, see the DESCRIPTION OF TARGETED PROVISION table below for suggestions around the type of support and intervention to consider when you move to the PLAN phase of the Graduated Approach.

 Social, Emotional and Mental Health Supporting the analysis of strengths and needs May present with some of the following:	What do our observations tell us?			
	Unlike the learner	Sometimes like the learner	Typical of the learner	Comments <i>*use prompt questions on page 7 to help with analysis</i>
Appearing isolated and alone/presenting as withdrawn				
Uses coping strategies that are unhelpful and may impact on their health e.g. self harm, substance misuse, eating disorders				
Physical symptoms that are medically unexplained e.g. soiling, stomach pains				
Staying attentive in lessons				
Forming and maintaining relationships with others				
Needs the full attention of an adult to feel safe in the classroom				
May engage in inappropriate behaviour to ensure that they are connected with key adults				
Behaves in ways that disrupts the learning of others				
Following and accepting adult direction				
Appears very unhappy/depressed				
Appears stressed/anxious				
Patterns of poor or non-attendance				
Needs a high level of adult support to stay on task				
Signs of frustration and indicators of disaffection				
Significant fluctuations in mood and unpredictability over attitudes to learning and school life				
Regulating emotional responses in a range of contexts				
Engaging with learning opportunities in the classroom leading to a lack of progress across the curriculum				
Regularly needing to take a break from the demands of the classroom				
Strong emotional responses that result in challenging or risky behaviour to self or others.				

Assess

Social, Emotional and Mental Health

Supporting the analysis of strengths and needs

May present with some of the following:

Pattern of behaviour where child speaks more freely at home/with familiar adults yet is silent around the majority of people in school.

Training for children who present as selectively mute is available from Kirklees Educational Psychology Service through the emotional health and well-being whole school support offer.

Approaches and Tools to support further assessment

Alongside close observation and listening to the learner, understanding SEMH needs can also be enhanced using screening or assessment tools such as:

A range of measures to support with identifying needs developed by the Anna Freud Centre (Measuring and monitoring children and young people's mental wellbeing:

A toolkit for schools and colleges) can be found at <https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf>

What do our observations tell us?

Unlike the learner	Sometimes like the learner	Typical of the learner	Comments <i>*use prompt questions on page 7 to help with analysis</i>
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Plan

Planning for targeted SEN SUPPORT that is additional to and/or different from inclusive high quality teaching

- Teacher(s) and SENCO agree, in consultation with the learner and their family, the outcomes they are seeking, the targeted SEN provision to be put in place to address gaps in and barriers to learning to accelerate progress and development.
- Support and intervention are based upon reliable evidence of effectiveness and provided by practitioners with relevant skills and knowledge.
- All teachers and support staff who work with the learner are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Supply staff are provided with clear information about the key needs and adjustments required for the learners with SEND they will be teaching
- A clear date for review is set.
- Advice from specialists is shared with all relevant staff; SENCO checks that it is fully understood and planned for.
- Any related staff development needs should be identified and addressed.
- Schools can determine their own approach to record-keeping to record provision made at SEN Support and its impact on the learner's progress, e.g. Provision Map/IEP/MSP.
- Guidance for families is provided showing how they can offer support for learning and development at home.



The suggested provision will support effective teaching and learning for this group of learners. The curriculum approaches and strategies detailed are not prescriptive or exhaustive. They are designed to guide schools and should be delivered in accordance with the learner’s needs and agreed outcomes.

<div style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">Plan</div> Social , Emotional and Mental Health description of targeted provision for Learners at SEN Support <i>This should be <u>in addition</u> to Inclusive High Quality Teaching</i>	In Place	<div style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-right: 5px;">Review</div> COMMENTS Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?		
Classroom environment, organisation and routines				
School day is structured to maximise predictability, routine and clear expectations				
A learning environment which is adapted and resourced to help regulate the sensory needs of the learner where needed				
Key member of staff to check-in with the learner at pre-agreed transition points (particularly at the beginning and end of the day) to give an opportunity to support, debrief and provide coaching in relation to difficult feelings or situations				
There is a safe area learners can access e.g. when they become dysregulated, away from the attention of others				
Flexibility during lessons for learners to gain respite if they are unable to regulate their emotions or level of anxiety				
Adjustments are made to usual routines and expectations which may trigger anxiety and stress e.g. being able to opt out/short breaks from situations that cause particular stress				
Backward chaining e.g. bringing learner in at the end of assembly				
Personalised work area/space is modified to take into consideration the impact of sensory information and environmental factors that may impact the learner’s emotional wellbeing				
Positive reinforcement of expectations through verbal scripts & visual prompts				
The classroom is an environment that reduces anxiety for those learners experiencing anxiety around communicating.				
Relationships				
Staff provide a safe, secure, stable context in which they communicate genuine empathy, nurture and gentle challenge				
Staff that are sensitively attuned and provide the learner with a high level of positive attention, noticing and describing any changes in their emotional presentation				

<div style="text-align: center;"> Plan <h2 style="margin: 0;">Social, Emotional and Mental Health</h2> <p style="margin: 0;">Description of targeted provision for Learners at SEN Support <i>This should be <u>in addition</u> to Inclusive High Quality Teaching</i></p> </div>	In Place	Impact of Targeted Support			<div style="text-align: right;"> Review <h2 style="margin: 0;">COMMENTS</h2> </div>
<h3 style="margin: 0;">Relationships</h3>					Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?
Staff are sensitive to the learner's needs and actively seek to provide emotional comfort and support					
Staff consistently provide learners with positive messages when they are getting things right; they notice and show a genuine interest in their passions and successes, and provide enhanced opportunities for strengths to be noticed and celebrated					
Social interactions and groupings are carefully considered and where needed, are supervised. This may include adult modelling and support with social interactions					
Supportive peer systems e.g. Circle of Friends, buddying					
Staff seek out opportunities to find something the learner can do well that will build a sense of belonging and purpose within the school community					
A focus on relationship repair following difficulties e.g. restorative practices					
Opportunities to develop, build and sustain relationships and friendships with their peers through small group work e.g. nurture style provision					
Close liaison between all staff working with the learner so they can respond in a consistent manner and recognise strategies which may be helpful when behaviour becomes challenging to manage					
Staff are respectful of learners who experience anxiety around communicating. Relationships are built with learners who experience anxiety around communicating through low language demand activities and inclusion of them within the classroom without requesting them to communicate.					
Teaching and Learning					
A differentiated curriculum which takes account of the learner's strengths, is developmentally appropriate, targeted to address their specific SEMH needs and emotional regulation and promotes independence.					
Well designed approaches to support the social inclusion of individual learners with SEMH needs and the development of relationships with their peers e.g. Circle of Friends.					
Approaches such as Zones of Regulation and Emotion Coaching are used to help the learner recognise, name and begin to regulate and manage their emotions throughout the school day.					

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Teaching and Learning		Red	Orange	Green	
Model and teach specific scripts for appropriate interactions with adults and learners.					
The timing and duration of learning activities is adjusted to the learner's needs with regular breaks as needed.					
Set short tasks that can be accomplished independently and provide a high level of encouragement.					
Reinforce individual or small group interventions in emotional regulation and social skills by rehearsing and embedding them through the school day.					
Access to a nurturing curriculum where a strong emphasis is placed on helping learners develop an understanding of emotions and different emotional responses within a safe environment e.g. Nurture Group.					
Encourage explicit turn-taking to help encourage healthy interdependence.					
Opportunities are planned to encourage strengths and interests to maximise opportunities for success.					
Teaching and learning approaches avoid asking learners to communicate verbally where they experience anxiety around speaking. Learners are not asked to read aloud, answer the register, answer questions, etc, where anxiety poses a difficulty for communication.					
Safety					
A safe base within school for the learner to speak to staff about worries or concerns.					
Learners are supported where necessary to make use of safe places and supervised activities at unstructured times.					
Where needed, a risk assessment which incorporates approaches supporting dysregulated emotions when they are heightened.					
Staff acknowledge a learner's difficulty around communicating in a sensitive and supportive manner and explain that they will not be put on the spot to speak. Sanctions and rewards are <u>not used</u> in an attempt to influence a learner with selective mutism to speak.					

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Staffing to support learning and wellbeing		Red	Orange	Green	
An enhanced level of targeted individual support for groups or individual learners focused on specific SEMH targets, such as recognition and regulation of their emotions, with reinforcement in whole class activities to aid transfer of skills.					
Structured interventions to address identified specific SEMH needs e.g. building trust, understanding and expressing emotions, friendships.					
Targeted adult support and supervision during social times and unstructured times of the day.					
Break/lunch time staff are aware of the challenges the learner may have during unstructured times and offer a choice of activities, including facilitating social opportunities e.g. through buddy systems.					
A key worker allocated to the learner and their family to develop a positive and trusting relationship, support learning and emotional needs and act as an advocate.					
Access to mentoring by appropriately trained school staff where needed.					
Access to counselling where needed					
Access to therapeutic activities led by trained adults such as an Emotional Literacy Support Assistant (ELSA). This could include addressing emotional literacy, supporting the development of self-esteem, support for grief, separation and loss, etc.					
Work with a sensitive, trusted adult to reflect on the ways in which their emotional responses and behaviours may be perceived by others.					
Peer mentoring to improve their relationships with peers, utilising individual strengths.					
A conversation partner is identified in school for pupils who experience anxiety around speaking and communicating. Staff are skilled in understanding selective mutism and have accessed training on this. Staff use the Selective Mutism Manual to support their approach. Staff enable learners to speak in a quiet voice where this reduces anxiety in communication.					
A responsive, trained and nurturing adult to provide additional support in class where necessary in a timely fashion, such as when the learner is starting to become dysregulated, who is able to help the learner recognise emotional triggers and begin to develop strategies for managing stress and anxiety.					

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<h3 style="margin: 0;">Responding to emotional dysregulation</h3> <p style="margin: 0;"><i>Behaviour is a method of communication. What is their behaviour telling you? What do</i></p>					
Approaches and responses are differentiated according to the individual needs of learners who are experiencing SEMH difficulties in the same way as we differentiate for learning.					
Praise is highly personalised and is shared with one of the learner’s key relationships in school in a way that the learner is comfortable with.					
Learners are supported to understand the types of activities that supports their emotional regulation					
Learners are taught strategies that they can use as an alternative to ‘fight/flight/freeze responses’. This could be a tool, resource or strategy.					
Repairing relationships is a key focus of intervention following any incidents or conflict e.g. restorative conversations through which the learner explores and receives guidance about how to put things right within relationships rather than just be expected to give an apology. This is delivered in a way that takes account of learner’s needs including SLCN.					
All staff have an awareness of strategies that can be used to support emotional regulation responding in in a calm and regulated manner.					
Support for learners who are vulnerable to self-harming to help find alternative ways to regulate their emotional responses.					
Staff use emotion coaching to communicate empathy to the learner, name and validate the emotion and support regulation to provide support for collaborative problem solving at a point at which the learner is sufficiently regulated and able to engage					
Staff provide clear and considered responses for behaviours of concern which considers what the behaviour is communicating					
Staff reflect on the context of a particular emotional response or behaviour to allow analysis of environmental and other factors which might be contributing to difficulties.					

<div style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-bottom: 5px;">Plan</div> Social , Emotional and Mental Health description of targeted provision for Learners at SEN Support <i>This should be <u>in addition</u> to Inclusive High Quality Teaching</i>	In Place	Impact of Targeted Support			<div style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-bottom: 5px;">Review</div> COMMENTS Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?
Learner and Family Centred Approaches					
<p>Consideration is given to how parent/carer and learner views will be sought and shared effectively as well as ensuring parents/carers are able to process all relevant information presented to them in a timely manner, particularly before planning and review meetings.</p>					
<p>Staff work collaboratively with the learner to develop and refine regulation plans, with staff slowly encouraging them to advocate for what they need when they feel overwhelmed.</p>					
<p>As appropriate to age and stage, support to develop learner's self-advocacy in order to support their growing understanding of their own strengths and needs and the aspirations and outcomes they are working towards.</p>					
<p>Signpost families to further guidance and support through the Local Offer e.g. The Early Support Service and also to courses designed for parents/carers.</p>					
<p>School staff work together with the family to develop confidence and reduce anxiety in speaking in school.</p>					
<p>Use of a home-school communication system where school and families can share challenges and successes.</p>					
<p>Parents/carers are made aware of changes to school timetable so that they can help prepare their child at home.</p>					
<p>Agreed consistency of approaches between home and school to support learning and development.</p>					
Wider school life					
<p>Learners are actively supported and encouraged to access extra-curricular and enrichment activities outside/beyond the formal curriculum e.g. breakfast clubs, after school club, Forest Schools, alongside their peers. This may include additional adult support or adaptation to activities when dual registered with an alternative provision.</p>					

Additional areas to plan for

Access Arrangements

Access Arrangements are pre-examination adjustments based on evidence of the learner's need and their normal way of working.

Approved Access Arrangements and reasonable adjustments are in place for internal school tests, mock exams and external examinations.

Access Arrangements are planned for at the earliest opportunity to enable learners to be fully able to utilise approaches such as a scribe, readers, exam reading pen, word processor as part of their 'normal way of working' including supervised rest breaks and prompts.

Preparing for Transition

Planning meetings are arranged with the learner, their family along with key staff from the current and receiving settings/school/college. Where needed, create a transition plan detailing the support required to enable a successful transition. This may also involve specialist advice and guidance which enables the development of positive relationships between the learner and key adults as an important part of the transition process. Future staff are aware of learners who have anxiety around speaking and are also aware of how spontaneous recovery can occur on transition to a new setting/class and are able to put practice in place to enable this.

Preparing for Adulthood

This means preparing our learners for the next phase of Education/Employability, Independence, Community Inclusion and to be Healthy. Preparation for this can start from the earliest years. See the SENCo and Professional Information and Resources page of the Local Offer for further guidance including recommended outcomes to be planning for from Early Years to Post 19 across the four broad areas of need.

Support, appropriate to the learners age and stage, to enable them to develop an understanding of their needs and communicate them to others with growing awareness of the adjustments they need to successfully access, participate and achieve in lessons and school life.

Creative approaches are used to embed preparing for adulthood activities in the curriculum, everyday activities outside the classroom and where needed, through targeted provision. See PfA guidance on The Local Offer.

A broad, experiential curriculum is offered to support the learner toward their next stage of education, employment or training which takes into account their strengths and interests, enabling progression toward employment/adult education or community learning.

This may include alternative qualifications pathways.

Guidance: Staff skills to support learners with SEMH needs

- Staff seek and receive ongoing training opportunities to develop and refresh their understanding of SEMH including attachment and trauma.
- Key staff are trained in emotion coaching and de-escalation techniques.
- SENCO supports staff to identify and carry out in-school assessment of a learner's social and emotional development and potential barriers to learning.
- Senior management teams understand and acknowledge the challenges faced by staff when working with children with SEMH and provide staff with appropriate support and supervision so that they can stay regulated and focused on their learners.
- There are staff who have additional training in SEMH specific interventions and expertise in working with learners with social, emotional and mental health needs.
- Subject leaders and Heads of Department use monitoring activities to ensure learners with a SEMH are fully accessing, participating and achieving in their subject area.

Do

Do

- All staff working with learners with SEMH are familiar with the individual support plan in place and work together with parents/carers to consistently implement agreed strategies and interventions according to this plan.
- The teacher remains responsible for all decisions relating to teaching and support with guidance from the SENCO where needed.
- Where an intervention involves group or one-to-one teaching away from the main class or subject teacher, they retain responsibility for the learner.
- The class or subject teacher remains responsible for working with the learner on a daily basis giving as much teaching attention to the learner as to any other.
- Teachers work closely with any teaching assistants or specialist staff involved to keep under review the impact of support and interventions and how they can be linked to classroom teaching, making any necessary adjustments along the way.
- Teachers regularly monitor the progress the learner is making in relation to the targeted support they receive.



Review

Review

- Teacher(s), SENCo, any specialists already involved, the learner, their family and key support staff are involved in the review of provision made at SEN Support and its impact on the learner's progress.
- Review meeting with families happen at least 3 times a year. A focus is always given to both attainment and progress from starting points.
- Outcomes of the review are recorded.
- Where there is a shared view that a learner continues to make little or no progress or where they continue to work at substantially low levels despite high quality teaching and evidence-based targeted SEN Support delivered by appropriately trained staff, outside agencies may be called upon.

Description of targeted provision for learners with complex needs, possibly requiring an EHCP

The learner's Social Emotional and Mental Health needs **severely affect their access to the curriculum and many aspects of school life**. The additional/ different component will describe a **highly personalised** level of provision to meet the learner's needs, possibly across more than one broad area of need. This will utilise many elements of inclusive high quality teaching and the additional and/or different provision outlined in the SEN Support section above at a **greater level of intensity and quantity in a highly personalised manner** tailored to the individual learner.

This may look like:

- **A highly personalised and developmentally appropriate curriculum** which takes account of the learner's strengths, is accessible and targeted to address the learner's current needs and promotes their independence and life skills.
- **A significant level of adult support** to adapt and deliver the curriculum.
- **A significant level of adult support** is available over extended periods from a few well-trained, highly-attuned key adults whose primary focus is to develop a safe, positive, reciprocal, and trusting long-term relationship with the learner. These staff members will be able to provide empathy, a nurturing approach and gentle challenge.

Specialist techniques and resources used by well-trained, highly-attuned adults used to deliver the curriculum.

- Significant level of support may be required at **unstructured times of the day**.
- All support should follow advice from appropriate outside agencies.

This is not intended as a 'criteria' or 'threshold' to being able to request an EHC Needs Assessment, rather it outlines a description of targeted provision for learners with complex needs who may require an EHCP that the LA will give consideration to at EHC Needs Assessment request, and subsequent decision to issue an EHCP.



Where a learner has an EHCP, what are our additional responsibilities within the Graduated Approach?

Following an EHCP being issued, the Graduated Approach's Assess, Plan, Do, Review cycle should continue to be a process of refining our understanding of the learner's needs and of reviewing how well the provision outlined in the plan is supporting progress toward the agreed outcomes as the learner grows and develops.

Utilising Person Centred Practices continues to be the best approach to gather, share information and plan and review provision.

In addition to the Assess, Plan, Do, Review actions outlined in the SEN Support section above, it will also be important to consider the following:

ASSESS

Outside agency involvement may continue to be sought as outlined in the EHCP or as required to support further analysis of SEND.

PLAN

Teacher(s) and SENCO should agree, in consultation with the learner and their parents/carers:

- The smaller-step targets towards meeting outcomes detailed in the EHCP e.g. these may be termly or half termly, depending on the learner.
- Preparing for Adulthood outcomes should be planned for.
- Records of progress are regularly updated.
- How and when the therapeutic and whole school approach provision outlined in Section F will be put into place.

- How and when any therapeutic provision in Section G will be timetabled in.
- Liaison with social care teams as part of Section H provision.
- All key staff working with the learner know how to implement strategies and support, as outlined in the EHCP.

DO

All key staff working with the learner implement strategies and support, as outlined in the EHCP.

The teacher remains responsible for all pedagogical decisions relating to the direction of teaching and support, even where a learner requires significant adult support to meet their needs.

The teacher gives as much teaching attention to the learner with an EHCP, as to any other learner.

REVIEW

Teacher(s), SENCo, the learner, their family and key support staff should continue to be involved in the review of provision and its impact on the learner's progress on a termly basis and formally at the Annual Review.

The Annual Review of the EHCP must take place within 12 months of the issue of the final EHC Plan and then within 12 months of any previous review (reviews must be held at least 6-monthly for children under 5 years old). Annual Reviews must focus on the learner's progress towards achieving the outcomes specified in the EHCP and

consider whether these outcomes and supporting targets remain appropriate. All reviews taking place from Year 9 at the latest and onwards must include a focus on preparing for adulthood, including employment, independent living and participation in society. This transition planning must be built into the EHC Plan. Interim or emergency reviews can be held at any time.



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