Kirklees COUNCIL

Guidance for Schools: Graduated Approach
Social, emotional and mental health (SEMH)

Introduction
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 his or her social, emotional and mental health. This is true of the child's school environment where the influence of school culture, ethos and staff upon SEMH cannot be understated. Far from being limited to the domain of specialist professionals external to school, it is the quality of the seemingly everyday experiences and interactions that form the fabric of each pupil's school experience. This can enhance protective factors (e.g. positive relationships with peers and teachers, positive mental health of school personnel, sense of security) and reduce risk factors (e.g. low academic achievement, disengagement, bullying and relationship difficulties) in relation to SEMH which are incorporated into the guidance below. A whole school approach then is integral to promoting positive SEMH and should form a necessary precursor to programmed or individualised intervention where these are thought to be appropriate.

We understand that positive relationships are of fundamental importance in laying the foundations for continuing SEMH. We know that a child experiencing positive SEMH is more likely to approach his/her learning with confidence, which has a direct impact on attainment and vice versa. Building positive relationships between teachers and peers, as well as good and inclusive teaching practice are fundamental to improving outcomes for all children, not least within the area of SEMH.

This guidance aims to highlight the contribution teaching staff can make to SEMH by virtue of their knowledge of and relationships with the children under their care. It also emphasises the importance of promoting positive mental health of school staff members themselves to enable them to carry out this important aspect of their role.

The suggestions of graded elements of high quality provision from whole school approaches to targeted support and interventions aim to promote positive SEMH.

Description of needs
The children and young people to whom this guidance relates will present with a range of social, emotional and mental health differences which impact upon their learning and social inclusion, and which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Such differences will vary in severity and intensity and which may change over time. *For some children and young people, difficulties with mood (anxiety or depression), self harm, eating disorders, substance abuse or physical symptoms that are medically unexplained might require adjustments to made in school.* To make it less likely that difficulties will arise or become more severe, schools will need to develop and maintain:

- Effective teaching and learning across the curriculum
- A fully inclusive school ethos
- A positive learning environment
- Robust curricular and pastoral arrangement
- Systems that foster positive relationships with children and young people and their parents/carers.

The suggested provision and resourcing at the appropriate level will support effective teaching and learning for this group of children and young people. The curriculum approaches and strategies detailed are not prescriptive or exhaustive. They guide schools as to the type and level of intervention expected within the graduated approach to identifying and meeting SEN and should be delivered in accordance with a child/young person's assessed needs and agreed outcomes.

Social, emotional and mental health (SEMH)
Descriptions of the levels at which C&YP needs are addressed

	Quality First Teaching
Wave 1 – Universal	A whole school approach to promoting emotional health and wellbeing for all children and young people, including specific consideration for those with SEMH needs. Children & young people will have SEMH needs identified by the description of needs on pages 1&2 that **may affect their access** to some aspects of the National Curriculum, including the social emotional curriculum and school life.
	Quality First Teaching ***with differentiation*** *(including catch up and booster)*
	A whole school approach to promoting emotional health and wellbeing for all children and young people, with differentiation and additional support for those with SEMH needs. Children and young people will have SEMH needs identified by the description of needs on pages 1&2 that **affect their access** to some aspects of the National Curriculum, including the social emotional curriculum and school life.
Wave 2 – Targeted	SEN Support *(Provision map/IEP)*
	A graduated approach to ensure a growing understanding of the child/young person's SEMH needs and to ensure good outcomes (Assess, Plan, Do, Review). Schools use their own approach to planning and recording provision made at SEN Support e.g. Provision maps/IEPs. Children and young people will have SEMH needs identified by the description of needs on pages 1&2 that **moderately/significantly affect their access** to the National Curriculum, including the social emotional curriculum and school life, and particularly in new and unfamiliar contexts.
	SEN Support *(IEP/My Support Plan)*
	A graduated approach to ensure a growing understanding of the child/young person's significant SEMH needs and to ensure good outcomes (Assess, Plan, Do, Review). School's use their own personalised approach to planning and recording provision made at SEN Support i.e. IEP/ANP or the My Support Plan to ensure a more personalised and coordinated planning approach. Children and young people will have SEMH needs identified by the description of needs on pages 1&2 that **significantly/severely affect their access** to the National Curriculum, including the social emotional curriculum and all aspects of school life, particularly in new and unfamiliar contexts but also at times of high stress with familiar context/support/people.
Wave 3 – Specialist	EHC Plan
	The complex SEMH needs, outcomes for the child/young person and provision required to help them to make progress towards their outcomes have been determined through an EHC needs assessment and an EHC Plan is in place. Children and young people will have SEMH needs identified by the description of needs on pages 1&2 that **severely/profoundly/exceptionally affect their access** the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available.

Quality First Teaching	
Descriptor	A whole school approach to promoting emotional health and wellbeing for all children and young people, including specific consideration for those with SEMH needs. Children & young people will have SEMH needs identified by the description of needs on pages 1&2 that **may affect their access** to some aspects of the National Curriculum, including the social emotional curriculum and school life.
Assessment, planning & review	**Assessment** • Use of high quality ongoing assessment (using effective tools and early assessment materials) alongside other information gathered from within school and national data and expectations of progress, in order to inform pupil progress. This assessment should be reviewed regularly. • Assessment will normally be part of school and class teaching and assessments. SENCO may be involved in more specific assessments and observations. **Planning** • Social and emotional aspects of learning are recognised in curriculum planning. • Curriculum plans should include individual/group targets. • The child/young person should be involved in setting targets and where appropriate their family should be involved in supporting targets at home. **Review** • Regular review of the quality of teaching for all pupils to ensure a whole school approach for promoting emotional health and wellbeing (QFT). **Transitions** • Clear and considered transition planning for pupils, for example, when moving from class to class or changing educational phase with additional transition support for pupils who are moving to a new educational phase without their current peer group. • School adapt to meet the needs of those pupils going through transitions outside school. For example pupils who experiencing a change of a foster placement, death of a parent, parental separation or divorce and so on. •
Environment	**Classroom** • A calm and structured learning environment with nurturing classrooms that promotes emotional health and wellbeing. • Classrooms are communication friendly environments. • Specific support for targets which promote emotional health and wellbeing. • Opportunities for small group work and collective learning **within the usual** classroom planning and management, targeting key areas related to SEMH. • Varied social groupings for learning to support learning and opportunities to build effective relationships. • Regular opportunities for staff to reflect on and share their practice in relation to meeting children's social, emotional and mental health needs. **School as a Community** • The school ethos encourages children to feel valued and that they belong within the school community. • There are robust policies around behaviour, diversity, and the challenging of prejudice around ability, disability, gender, race, sexual orientation, and perceived social status. • Promoting well-being and mental health is 'everyone's business' in school and there is effective involvement of all staff, pupils, governors, parents/carers, the community and outside agencies. • The senior leadership team promote a whole school approach to wellbeing and mental health • School have a proactive approach to address any stigma and/or prejudice around mental health issue.

	Relationships • Staff have positive and nurturing relationships with pupils. • Staff have good social and emotional skills (e.g. self-awareness, motivation, ability to form social relationships and feel empathy and compassion). • Staff are approachable. They listen to pupils, show interest, empathy and give validation to their feelings. • Staff take account of the stresses pupils are under, and show understanding and concern for them. • Pupils feel well supported and cared for by staff. They feel able to trust and talk openly with adults about their problems. **Safety** • Designated Safeguarding Lead who supports staff to understand and identify any safeguarding concerns they may have about a pupil. • Classrooms are considered 'emotionally safe'; there is a sense of warmth, supportiveness and responsiveness to students' individual needs. • All pupils have access to a 'safe place' in school for example, lunch and break provision provided which offers activities and support for all children and young people with a variety of needs and interests.	
Staff	**School Awareness, Understanding and Knowledge** • All staff should be aware that they have a responsibility for the development of emotional health and wellbeing of all pupils. • Staff should be aware of the principles and importance of curriculum differentiation. • Staff actively promote well-being. • Staff are aware of cultural and religious differences within their student population and demonstrate inclusive practice. • Staff working with pupils with additional needs understand these needs and how they interact with behaviour. • Staff have a sound understanding of child and adolescent development. • Staff are aware of and understand the impact of loss, separation and trauma on pupils and in particular Children who are Looked After; and know how to support them. • Staff understand risk and resiliency factors around SEMH and how they can influence these for positive outcomes. • Staff are able to identify potential early indicators of mental health concerns in children and young people. • Whole school approaches to manage pupil behaviour are regularly monitored and evaluated for effectiveness. • Flexible use of resources and staffing in the classroom and adult support for learning as required. **Staff Well-being** • A focus on promoting the emotional well-being and positive mental health of the staff. • There are regular opportunities for staff to reflect on and share their practice in relation to meeting children's social, emotional and mental health needs. • Preventative measures to support staff such as stress audits and risk assessment are carried out. • Efforts are made to improve student behaviour and to help staff manage it effectively. • Staff are able to access staff development to develop key stress reductions skills such as self-efficacy, assertion, resilience, mindfulness, etc. • Staff are encouraged to celebrate and share everyday successes and achievements.	
Curriculum approaches & strategies	**Teaching and Learning** • A curriculum that integrates the development of SEMH skills within all subject areas (problem-solving, coping, conflict management, understanding and managing feelings). • Provide a meaningful context for pupils' learning e.g. relate learning to their own experiences and interests, their learning style, their developmental progress and differentiate appropriately. • Adults use a mediated learning approach and apply a 'growth mindset' to encourage self-efficacy, engagement and independence in learning regardless of pupil. • Staff use mediation and restorative approaches in order to develop and manage relationships and addressing difficulties when they occur.	

- Staff foster expectations of high achievement and provide opportunities for all pupils to succeed regardless of level of need or ability.
- A co-operative learning approach is used to promote positive peer relationships and engagement in learning.
- All pupils access a social and emotional well-being curriculum both through dedicated PSHE and the wider curriculum. This is supported by the rest of the school experience and underpinned by complementary work with staff (e.g. SEAL).
- Staff enthusiastically and explicitly teach social and emotional skills, attitudes and values and to develop children's awareness and capacity to reflect on their own emotions and feelings of others.
- Pupils are supported to develop their knowledge and understanding of well-being and mental health needs.
- Pastoral systems are well linked with SEN systems within school to ensure effective communication to frontline staff about pupils' holistic needs and staff involvement in meeting these.
- Peer support and buddying systems.
- Peer education is used to teach social and emotional skills, and to implement interventions and approaches to well-being.
- Staff responses to 'difficult' behaviour include consideration to both consequences and with thought to what the behaviour communicates and taking opportunities to model and teach positive alternatives.
- Explicit teaching, for example through PSHCE lessons to address a range of areas such as healthy relationships, safe sex, drugs and the safe use of the internet and social media.

Classroom Management
- Classrooms are environments where everyone feels listened to, understood and empowered.
- Routines, structure and predictability as well as clear expectations for behaviour underpin every teacher's approach to classroom management.
- Staff stay open minded, calm and reflective and do not take challenges personally.
- Behaviour management strategies and approaches used by staff are consistent across the school.
- Staff readily provide specific and positive feedback to pupils about the way they approach learning and difficult situations.
- There is a graduated and differentiated response to difficult behaviour which minimises the need for exclusions.

	Quality First Teaching *with differentiation* *(including catch up and booster)*		
Descriptor	A whole school approach to promoting emotional health and wellbeing for all children and young people, with differentiation and additional support for those with SEMH needs. Children and young people will have SEMH needs identified by the description of needs on pages 1&2 that **affect their access** to some aspects of the National Curriculum, including the social emotional curriculum and school life.		
Assessment, planning & review	**As for Quality First Teaching with:-** **Assessment** • More regular high quality ongoing assessment and review to inform pupil progress. • A thorough assessment of strengths and difficulties with targeted interventions recorded e.g. Provision Map. **Planning** • Curriculum plans will reflect levels of achievement and include individually focused targets, especially in the area of SEMH and PSHCE. **Review** • Regular review of the quality of teaching for all pupils to ensure a whole school approach for promoting emotional health and wellbeing (QFT), with appropriate differentiation for individual pupils. **Transitions** • Transitions are adapted according to the individual needs of pupils with SEMH to maximise predictability and minimise stress. For example, staggering entry time to class or school and using visual support systems, giving a warning prior to any change		
Child & Family Centred Approach	Early discussions with parents/carers and involving the child/young person:- • to develop a shared understanding of the child/young person's strengths and difficulties. • to jointly agree outcomes and next steps. • to have the opportunity to express their aspirations as well as their concerns. • to involve the child/young person and parents/carers in the informal and formal sharing of progress towards outcomes. Notes of early discussions with parents/carers should be added to the pupil's record and given to parents. Good home to school liaison on an ongoing basis to:- • enable consistency of approach between home and school in practice of skills. • provide feedback and acknowledgement of parent and child views • Inform parents/carers about changes at school so that they can prepare their child eg. home-school diary. Good mechanisms for gathering the child/young person's views in order to understand their aspirations, to support their understanding of their own strengths and needs and the outcomes they are working towards.		
Environment	**As for Quality First Teaching with:-** **Classroom** • Adaptations to the working environment as required, such as a quiet or distraction free area within the classroom for individual work where needed • Consideration of pupil's seating in class e.g. facing the class teacher, away from busy, noisy areas such as sink and cloakroom or resource cupboard. Think about lighting and windows and ensure they have a clear view of the teacher to pick up non-verbal cues • Teachers adapt the physical classroom environment to create a calm, predictable environment which is accessible to all learners e.g. visual cues, visual timetables, personalised planners, planned seating.		

	• The classroom is organised in a way that takes into consideration the impact of sensory information and environmental factors on emotional wellbeing. **School as a Community** • Pupils with SEMH needs receive encouragement and support where this is needed to access opportunities activities outside/beyond the formal curriculum, for example breakfast clubs, after school clubs. • School staff are able to apply an understanding of a child's emotional needs with reference to the wider contexts of home, school and the community and encourage positive relationships that the pupil already has within school. **Relationships** • Staff are sensitive to the needs of vulnerable pupils and actively seek to provide emotional comfort and support. • Use of a home school communication system so that school and parents/carers are aware of and can prepare for any changes. **Safety** • Pupils who are identified as having SEMH are supported where necessary to make use of safe places and supervised activities at unstructured times. • A safe base within school to speak to staff about worries or concerns e.g. learning mentor room.
Staff	**As for Quality First Teaching with:-** • On-going opportunities for individual support focussed on specific targets with reinforcement in whole class activities to aid transfer of skills. • Playground staff need to be aware of the difficulties the child may have in unstructured times, social interaction, etc., and offer a choice of activities, engineered social opportunities through buddy systems, offering optimistic support to mediate, facilitate and extend social interactions as appropriate, provide respite areas, e.g. an indoor space if appropriate. **School Awareness, Understanding and Knowledge** • Staff can identify when and how to carry out an assessment of a child's social and emotional development and potential barriers to learning. • Staff seek and receive ongoing training opportunities to develop and refresh their understanding of SEMH. • Whole staff or core staff (SENCo, learning mentor, inclusion manager) training on specific aspects of engaging pupils experiencing social and emotional difficulties. • Staff understand and acknowledge that vulnerable children will need additional support to take risks within learning and build resilience. **Staff Well-Being** • Senior management teams understand and acknowledge the challenges faced by staff when working with pupils with SEMH and provide staff with appropriate support and supervision.
Curriculum approaches & strategies	**As for Quality first Teaching with:-** **Teaching and Learning** • Learning activities are differentiated for emotional and learning needs where appropriate e.g. pre-teaching, incorporating pupil's interests, chunking, providing clear and repeated instructions, and comprehension checking at an individual level. • Regular planned opportunities for the pupil to explore their feelings with a nurturing adult within school. • Adult led activities that support the recognition and regulation of their emotions, e.g. a learning mentor, pastoral support, SEAL. • Opportunities to develop, build and sustain, appropriate relationships and friendships with their peers including appropriate communication skills and the use of small group work. • Planned opportunities for the pupil to work with an adult and reflect on both positive and challenging aspects of how they present in relation to others and within certain contexts. • Use peer mentoring to improve their relationships with peers, utilising individual strengths. • Increased opportunities for the pupil to work and spend time with nurturing adults in a planned and consistent way.

Classroom Management
- Behaviour management strategies are differentiated according to the individual needs of pupils who are experiencing SEMH difficulties.
- Individualised rewards and motivators are used as part of the interventions related to individual need.
- Teaching staff have a good awareness and understanding of relationship dynamics and give careful consideration to groupings and activities that may depend on the pupil working collaboratively with others.
- Use of comfort objects and behaviours especially when the pupil is experiencing stress.

Accessing Resources & Support at Wave 1 (QFT)

Resources and materials
Refer to websites, including the following:-

Social and Emotional Aspects of Learning
http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009 (

Strengths and Difficulties Questionnaire
www.sdqinfo.org

Time to Change - Let's end mental health discrimination
www.time-to-change.org.uk

Online training aimed at all adults who have little or no training in working with mental health issues in children
www.Minded.org.uk

The voice for young people's mental health and well being
www.youngminds.org.uk

PSHE Association – guidance on teaching SEMH (Spring 2015)
https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and

Youth Wellbeing Directory provides a list of local and national organisations for anyone up to the age of 25
www.youthwellbeing.co.uk

Outside agency support
Education
- PRS – provide telephone advice and can signpost to resources, materials and training packages.
- Educational Psychology – offer:-
    - termly planning meetings with all schools.
    - Additional Needs Partnerships; a solution focussed format to discuss areas of concern with a group of SENCOs.
    - Training – cooperative learning, mediated learning, differentiation.
- Early Years SEN provide SENCO training (funded by early years providers/settings)
 For further information on the above services see http://intranet.kirklees.gov.uk/specialistlearning
Health
CAMHS – provide advice through 'Ask CAMHS' (tel. 01924 492183) where there are concerns about the mental and emotional health of a Kirklees child or young person. For further information see www.northorpehall.co.uk

As well as the support outlined above, it is expected that the needs of a child/young person with SEND will also be addressed through using the range of support detailed in the Kirklees Local Offer, such as community resources in the local area www.kirkleeslocaloffer.org.uk

Identifying SEN

Regular assessments at QFT should seek to identify a child who is **making less than expected progress** given their **age and individual circumstances**.
This can be characterised by progress which:
• is significantly slower than that of their peers starting from the same baseline
• fails to match or better the child's previous rate of progress
• fails to close the attainment gap between the child and their peers
• widens the attainment gap. (SEND CoP – 6.17)

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life (SEND CoP – 6.18)

Consideration of whether **special educational provision** is required should start with the desired outcomes, including the expected progress and attainments and the views and wishes of the child or young person and their parents. This will help to determine the support that is needed and whether it should be provided by adapting the school's core offer at **Quality First Teaching** or whether something additional or different is required at **SEN Support**. (SEND CoP – 6.40)

SEN Support	
	(Provision Map/IEP)
Descriptor	A graduated approach to ensure a growing understanding of the child/young person's SEMH needs and to ensure good outcomes (Assess, Plan, Do, Review). Schools use their own approach to planning and recording provision made at SEN Support eg. provision maps/IEPs. Children and young people will have SEMH needs identified by the description of needs on pages 1&2 that **moderately/significantly affect their access** to the National Curriculum, including the social emotional curriculum and school life, and particularly in new and unfamiliar contexts.
As for Wave 1 (QFT) and in addition (and in accordance with the pupil's assessed needs and agreed outcomes):-	
Assessment, planning & review	**Assessment** • Use of more specialised assessment tools in relations to specific descriptors may be necessary. eg Boxall Profile. • Accurate and up to date assessment of independent levels must be kept as a working document to help planning and to share with the family. • A thorough assessment of the pupil's learning, language and communication skills **Planning & Review** • SENCO works with the class teacher and the parents/carers to identify needs, plan support and review progress. Plans are consistently implemented and regularly reviewed with relevant staff, parents/carers and the child. • Outside agency involvement as appropriate ie. where a pupil continues to make little or no progress or where they continue to work at substantially low levels despite evidence based SEN support delivered by appropriately trained staff. Advice and input from external agencies is incorporated into programme of support and embedded into classroom practice. The above, together with parent and pupil views will enable a clear analysis of the pupil's needs and ensure that support and intervention can be matched to need. • School determines its own approach to record keeping to record provision made at SEN Support and its impact on pupil progress. eg. provision maps/IEPs. **Transitions** • Enhanced and structured transition plan focussing on the pupil's specific needs and anxieties.
Child & Family Centred Approach	• Formally notify parents/carers where it is decided to provide a pupil with SEN Support. Early discussions should already have commenced with parents/carers at Wave 1 (Quality First Teaching). - Meet with parents/carers regularly (at least three times per year) and involving the child/young person in order to:- • have a shared understanding of the child/young person's strengths and difficulties, set clear outcomes and review progress towards them; • discuss the activities and support that will help achieve the outcomes; • provide their views, including aspirations as well as concerns, in order to support effective planning; • identify responsibilities of the parent, child/young person and school; • increase parental engagement in the approach and offer consistency at home. Also to share essential information about impact of SEN support or any changes outside of school. A record of outcomes, action and support should be agreed through these discussions and kept and shared with appropriate school staff and the parents. • Ensure good mechanisms for including the child/young person's views in assessment, planning, provision and review, in order to understand their aspirations, to support their understanding of their own strengths and needs and the outcomes they are working towards.

Environment	**Classroom** Individual work area(s) modified for the pupil e.g. quiet minimal distractions. Time out/movement breaks/respite areas to help regulate emotions. **School as a Community** • Parents/carers are considered key partners and priority is given to ensuring two way communications and sharing of knowledge and expertise. • Staff ensure that pupils with SEMH needs continue to feel a sense of belonging within the school community given a focus on relationship repair following difficulties. **Relationships** • Access to mentoring by school staff where needed. • Consistent access to a nurturing adult who is able to help the child recognise their emotional triggers and begin to develop strategies for managing stress and anxiety. • Access to a key worker who is able to remain calm and support the pupil in recognising and understanding their emotional responses, providing a level of emotional resilience. **Safety** • A supervised learning space is available to access for lessons, social time, respite, and adult guidance. • A supportive risk assessment which incorporates how to contain and de-regulate emotions when they become heightened where needed.
Staff	• All staff should have a knowledge and understanding of children with SEMH difficulties and attend training where necessary. • Targeted individual work with support staff to address specific individual need. • Targeted adult support and supervision during social times and parts of the day where there is less structure, or other times of the day that have been identified as being particularly challenging for the pupil e.g. particular lessons. • Additional adult support in class where necessary with key staff. **School Awareness, Understanding and Knowledge** • Staff know when a pupil's problems are manageable internally to school and when a referral to outside agencies for support and advice is appropriate • Teaching staff should access training around attachment and understanding how a child's early experiences might have impacted on their current emotional well-being. • Holistic awareness of child's needs that incorporates all interventions at a school level as well as issues outside of school. **Staff Well-Being** • Training needs of staff to be identified through supervision which relates to the SEMH needs of the pupil/pupils they teach. • All staff have access to continued and regular training regarding working with pupils with social, emotional and mental health needs, with a core SEN team able to support and guide.
Curriculum approaches & strategies	**Teaching and Learning** • A differentiated curriculum which takes account of the child's strengths, is developmentally appropriate, targeted to address their specific SEMH needs and emotional regulation and promotes their independence. • Consistently providing pupil with messages of where he is getting things right, notice and show a genuine interest in his passions and successes, enhanced opportunities for his assets to be noticed, strengthened and celebrated e.g.jar of strengths. • Well designed and implemented targeted approaches and interventions including small group and whole class interventions to support the social inclusion of individual pupils with SEMH needs and the development of relationships between these individuals and their peers and peers (e.g. Circle of Friends). • Alternative methods of recording are developed further including mind-mapping, story boards, voice recorders videos, digital photography. • Model and teach specific scripts for appropriate interactions with adults and children. • The timing and duration of learning activities is adjusted to the child's needs with regular breaks as needed. Set short tasks the pupil can accomplish independently and provide

feedback on this.
- Re-inforce 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 pupils to develop an understanding of emotions and different emotional responses within a safe environment e.g. Nurture Group.
- SMART and personalised targets to develop individual's social, emotional and behavioural skills, e.g., as informed through assessment.
- Teaching approach which recognises the value of playfulness, enjoyment and fun
- Encourage explicit turn-taking to help encourage healthy interdependence.

Classroom Management
- School day is structured to maximise predictability, routine and clear expectations.
- All staff working with pupils with SEMH are familiar with the individual support plan in place and work together and with parents/carers to consistently implement agreed strategies and interventions according to this plan.
- Pauses and breaks are built into lessons according to pupils sensitivity to sensory overload
- Staff provide clear and considered consequences for behaviour which causes concern which take into account the underlying reasons for the behaviour.
- Staff keep logs of behaviour over time which record 'situation, trigger, action, response' to allow analysis of environmental and other factors which might be contributing to difficulties.
- Structured interventions that deal with issues such building trust in relationships and help to address underlying psychological and emotional issues, e.g. Nurture Groups.
- A positive behaviour programme that is appropriately differentiated to recognise the pupil's level of understanding.
- Individualised rewards and motivators are used intrinsically as part of the interventions offered
- Find something pupil can do that will give him or her a sense of belonging and purpose within the school community.

	SEN Support *(IEP/My Support Plan)*		
Descriptor	A graduated approach to ensure a growing understanding of the child/young person's significant SEMH needs and to ensure good outcomes (Assess, Plan, Do, Review). School's use their own personalised approach to planning and recording provision made at SEN Support ie. IEP/ANP or the My Support Plan to ensure a more personalised and coordinated planning approach. Children and young people will have SEMH needs identified by the description of needs on pages 1&2 that **significantly/severely affect their access** to the National Curriculum, including the social emotional curriculum and all aspects of school life, particularly in new and unfamiliar contexts but also at times of high stress with familiar context/support/people.		
As for Wave 1 (QFT), Wave 2 (SEN Support (with provision map/IEP(above))) and in addition (and in accordance with the pupil's assessed needs and agreed outcomes):--			

Assessment, planning & review	**Planning & Review**
	
	• The My Support Plan provides a more coordinated and personalised planning approach to meeting a child or young person's SEN. The school should determine whether a My Support plan is necessary, particularly if:-
	    • a pupil continues to make limited progress despite evidence based SEN support delivered by appropriately trained staff.
	    • a number of professionals are involved and a shared understanding of strengths and needs and joint agreement of outcomes and actions is important.
	Further guidance is available on the Intranet as follows:-:-
	'The Coordinated Planning Approach and Pathway - My Support Plan'
	'My Support Plan – template'
	'My Support Plan – example'
	http://intranet.kirklees.gov.uk/specialeducation
	• Learning audit is undertaken to identify any gaps in core skills e.g. numeracy and literacy that need to be addressed.
	• Detailed records of the pupils behaviour including an analysis of the context of incidents to inform targeted intervention.
	• Identify stressors within the school environment that might include for example learning demands, social factors or elements of school system itself and adapt support and intervention accordingly.
	
	Transition
	• Pupils are actively supported and encouraged to access extra-curricular and enrichment activities alongside their mainstream peers. This may include additional adult support or adaptation to activities when dual registered with an alternative provision.
	• Life skills are a key theme running throughout the school in order to support successful preparation for adulthood.		

Child & Family Centred Approach	• A key worker should be allocated to the child/young person and their family who will develop a positive and trusting relationship with them to support the child's learning and emotional needs. This person will act as an advocate for the child and be the child and parents' or carers' key person of contact. • The key worker will be able to provide regular contact and support the child/young person and their parents/carers to ensure that their views are shared including aspirations as well as concerns, in order to support effective joint planning through the My Support Plan. • There is a high level of multi-agency involvement which is planned and co-ordinated. Consideration should be given on how to effectively share parental and pupil views with a wide range of professionals as well as ensuring family members are able to process all relevant information presented to them in a timely manner, particularly before decision making processes.		
Environment	**Classroom** • Allowances should be made to all aspects of the school environment with regard to sensory needs as appropriate. e.g. adaptations to school uniform, being able to opt out/short breaks from situations that cause stress e.g. assembly, fire drills, changing for PE etc.		

	• The pupil should have a quiet safe area to access as required including times when the pupil may need to de-escalate away from the attention of others. • Provision of a quiet space on a planned basis and in consultation with child to support learning e.g. Brainpower corner within the classroom or where needed outside the classroom. **Relationships** • Social interactions and groupings are carefully considered and supervised throughout the school day. This should include adult modelling and support with social interaction during curricular and unstructured times **Safety** • Access to a safe and consistent space within the school environment for de-escalation, regulation and/or reflection.

Staff	• An enhanced level of targeted support in the mainstream classroom and may also include unstructured parts of the day eg. start and end of school day, breaks, lunchtimes and trips out of school.
	• An enhanced level of targeted individual support with support staff to address specific individual need.
	• A responsive adult to provide additional support in class where necessary, to enable social coaching opportunities, and individual support where necessary and in a timely fashion, such as when the pupil is starting to become dysregulated.
	• Access to adults who have accessed training around attachment and understand how a child's early experiences impact on their current emotional well-being
	
	School Awareness, Understanding and Knowledge
	• Staff understand that particularly for pupils who have experience trauma and loss, behaviour can be compromised when relationships are withdrawn from them (e.g. put outside a room, or excluded) and know the importance of 'time in' when emotions are dysregulated
	• Staff are aware that very often adults best able to engage them opening up within positive relationships are those already in involved in their lives
	• Appropriate interventions are in place to meet specific levels of need. These may include:
	    o Individual mentoring sessions.
	    o Continued access to other professional agency involvement.
	    o Access to therapeutic activities led by adults.
	
	Staff Well-Being
	• Training delivered to key staff, delivered by appropriate outside agencies, on how to meet the specific needs of a pupil.
	• All staff are aware of the needs of a child with SEMH needs and related special educational needs. Staff have additional training in SEMH specific interventions. A training programme for staff ensures that they are kept up to date with recent developments and current practice.
	• Some staff have a high level of experience and expertise in working with children with complex social, emotional and behavioural needs.

Curriculum approaches & strategies	**Teaching and Learning** • Curriculum is differentiated to take account of the child's strengths, is developmentally appropriate, targeted to address their SMEH needs and promotes their independence. • Individualised programmes which are developmentally tailored and delivered according to learning and SEMH needs either on an individual or small group basis. • Identified staff that have access to continue training in de-escalation techniques • A multi-agency approach to setting targets and planning interventions. • Access to a nurturing curriculum where a strong emphasis is placed on helping pupils to develop an understanding of emotions and different emotional responses within a safe environment. • Careful consideration around activities that may depend on the pupil working collaboratively with others with staff having a good understanding of relationship dynamics. Opportunities for the pupil to access learning in a supported environment e.g. Learning Support Centre.

Classroom Management

- Staff assist, and stand by the pupil when he or she is struggling.
- All adults model, directly teach and support pupils to use socially appropriate behaviours at all times during the school day.
- Access to a key worker who is able to support the pupil in recognising and understanding their emotional responses, providing a level of attunement and emotional containment at certain times of the day as well as developing strategies for managing stress and anxiety.
- Close liaison between all the staff working with the pupil so that they can respond a consistent manner and recognise strategies which may be helpful at times when behaviour becomes challenging to manage. These times are seen as vital learning opportunities for learning and developing emotional regulation and skills with support of key staff member.
- Repairing relationships is a key focus of intervention following any incidents or conflict. Use restorative conversations though which the pupil explores and receives guidance about how to put things right within relationships rather than just be expected to give an apology.
- Give the pupil an 'exit strategy' that he or she can use as an alternative to 'fight/flight/freeze responses' This could be a tool, resource or strategy e.g. finger breathing.

Accessing Resources & Support at SEN Support

Therapeutic stories
Scaling strategies e.g. 'Incredible 5 point scale'
Emotions/feelings keyring
Social stories

Outside agency support

Education
- Pupil Referral Service (PRS)
  - consultation meetings/telephone consultation for settings and parents/carers on receipt of referral depending on level of need.
  - Time limited interventions to model and build capacity of adults re. structured interventions.
  - Step out/assessment places, normally where there has already been identification of needs through continual assessment, person centred and outcome focussed planning and appropriate provision being put in place through a My Support Plan, in partnership with the mainstream school if appropriate.
- Educational Psychology
  - Consultation for complex cases at SEN Support. Less complex – support offered as part of the traded offer.
  - Whole school development including and training is available as part of the traded offer.
- Early Years SEN
  - consultation meetings/telephone consultation for settings and parents/carers on receipt of referral depending on level of need.
  - Time limited interventions to model and build capacity of adults re. structured interventions.
  - Training is available as part of the traded offer.

For further information on the above services see http://intranet.kirklees.gov.uk/specialistlearning

Health
CAMHS – provide advice through 'Ask CAMHS' (tel. 01924 492183) where there are concerns about the mental and emotional health of a Kirklees child or young person. For further information see www.northorpehall.co.uk

As well as the support outlined above, it is expected that the needs of a child/young person with SEND will also be addressed through using the range of support detailed in the Kirklees Local Offer, such as community resources in the local area.www.kirkleeslocaloffer.org.uk

Considering an Education, Health and Care (EHC) Needs Assessment

Where a pupil makes expected progress and meets the outcomes set, then they should continue to receive provision to meet their identified needs at SEN Support (or through QFT depending on the level of progress), using the school's own delegated funding and with access to services available through the Local Offer. However, where a pupil does not make the expected progress, even when relevant and purposeful action has been taken (as detailed above) and the school's own delegated funding has been fully utilised (Elements 1 & 2, including spending at least £6k on SEN provision specific to the child) then those involved may agree to request an EHC needs assessment. The agreement to request an EHC needs assessment should be reached with all those involved and normally at a review of the My Support Plan.

EHC Plan	
Descriptor	The SEMH needs of the child/young person, as well as outcomes and provision required to help them to make progress towards their outcomes have been determined through an EHC needs assessment and an EHC Plan is in place. Children and young people will have SEMH needs identified by the description of needs on pages 1&2 that **severely/profoundly/exceptionally affect their access** the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available. ***Any provision that is additional or different to that provided at SEN Support will be specified within the child's EHC Plan. Generally this will incorporate strategies and interventions outlined in QFT and SEN Support delivered in combination, <u>in a highly personalised manner and with a very high level of intensity.</u>***
Setting	Children and young people with an EHC Plan may be in any of the following settings:- • **Mainstream school** with a personalised curriculum and requiring a high level of special educational provision as identified in the EHC Plan. *All mainstream schools receive funding to enable them to provide support to all children and young people with SEN. Additional educational funding is available through the EHC plan and this is allocated over and above what is normally available to schools (elements 1 & 2) on completion of EHC needs assessment. This is called high needs 'top up' funding (element 3) and is used to enable delivery of the special educational provision identified in the EHC Plan.* • **Special school** For further information on SEN support levels for mainstream schools and the special school offer see http://intranet.kirklees.gov.uk/specialeducation

In mainstream school if this is in accordance with parental preference *(mainstream education cannot be refused on the grounds that it is not suitable SEN Code of Practice 9.89-9.90).*

Consideration of a special school place will be through the annual review of an EHC Plan

<u>As for Wave 1 (QFT), Wave 2 & 3 (SEN Support) and in addition (and in accordance with the pupil's assessed needs and agreed outcomes as defined in their EHC Plan):--</u>

Assessment, planning & review	**Assessment** • Continued use of high quality ongoing assessment and more specialised assessment tools in relations to specific needs as necessary. • Formal assessment advice from other agencies involved in the EHC needs assessment. **Planning** • Set interim smaller step targets towards meeting outcomes detailed in the EHC plan and agree arrangements for monitoring progress and setting new targets. *(Sections 5&6 (only) of the My Support Plan provides a useful template for setting targets against steps and outcomes and arrangements for interim reviews).* • Consider any further information and advice from relevant professionals. • Interim smaller step targets towards outcomes should be appended to the EHC plan so that progress monitoring is considered in the light of the longer term outcomes and aspirations. **Review** • The annual review of the EHC Plan must take place within 12 months of the issue of the EHC plan and then within 12 months of any previous review. **Transition** • Significant transitions are supported through highly personalised plans.

Child & Family Centred Approach	• Continue to meet with parents/carers regularly (at least three times per year) and involving the child/young person in order to discuss progress towards the outcomes set out in the EHC plan and to:-
	  - ensure a shared understanding of the child/young person's ongoing strengths and difficulties, set smaller step targets towards outcomes and review progress towards them;
	  - discuss the activities and support (outlined in the EHC plan) that are helping the child/young person to achieve their outcomes;
	  - provide their views, including aspirations as well as concerns, in order to support effective planning, and to enable them to be prepared for and contribute to the annual review.
	  - increase parental engagement in the approach and encourage consistency across home and school. Share essential information about impact of the provision delivered through the EHC plan or any changes outside of school.
	
	• The identified key worker should continue as an advocate for the child/young person and be the child/young person's and parents/carers key person to contact.

Environment	• A supervised learning area/space (e.g. a personalised work area in a mainstream class) or classroom is available for the pupil to access for lessons, social time, respite, and adult guidance as appropriate. • A learning environment which is adaptable for sensitivity to noise and other distractions. **School Community** • Positive school community events provide families with the opportunity to share the successes of our children. **Relationships** • Key members of teaching and SEN support staff work as a team and meet regularly to plan and review support for the child. They work in partnership with parents/carers and external agencies. This team share an understanding of the child's needs and provide a highly consistent approach. • A high level of individual support should be available over extended periods if needed, from one of a few key adults whose primary focus is to develop a safe and meaningful relationship with the child or young person. These staff members will be able to provide empathy, nurture and gentle challenge when needed. • A confident and resilient keyworker who has the knowledge and skills to act as a 'secure base' and additional attachment figure for the child or young person, within school. **Safety** • With the support of staff, children develop highly personalised self-regulation plans that enable them to independently safeguard their emotional well-being over time. • Risk assessment in relation to SEMH needs where safety is an issue. • A very high level of structure, routine and clear expectations throughout the school day.
Staff	• A high level of targeted individual support by a small number of support staff, on an individual and small group basis available throughout the day. As well as in the mainstream classroom this may also include unstructured parts of the day eg. start and end of school day, breaks, lunchtimes and trips out of school. • Specific staffing arrangements and staff skills (in addition to that detailed in SEN Support, above) will be defined within the child's EHC Plan. **School Awareness, Understanding and Knowledge** • Targeted interventions focusing on areas of need and, where appropriate, informed by discussion with external agencies. • Staff can access on-going specialist SEMH training including input from educational psychology and SEN Support Services, and Mental Health Services where appropriate.

	Staff Well-being • Staff ensure they get the support they need so that they can stay regulate and focused on their pupils. • Staff supervision is accessible on a daily basis, providing a robust support network for the whole staff team. Peer supervision and planned and regular opportunities for key staff members to problem-solve and action plan are also a source of support.
Curriculum approaches & strategies	**Teaching and Learning** • Regular availability of a few key adults build positive, reciprocal, and trusting long-term relationship with child/young person. • Staff are aware of the importance and influence of good relationships on the structure and function of areas of the brain associated with social-emotional learning. Where needed, the development of relationships is a primary focus for learning, support and intervention. • Key adults provide emotion coaching which helps the child learn to recognise, label, regulate and manage their emotions throughout the school day. Relationships are developed which allow children to take emotional risks. • Staff provide a safe, secure, stable context in which they communicate genuine empathy, nurture and gentle challenge. • Personalised timetable which gives emphasis to the child or young person's strengths and interests, and which maximises opportunities for success. • Communicative partners (key workers) use naturally occurring events to encourage pupil's desire to become part of a social world, make purposeful, appropriate connections with others and encourage him to attend for increasing lengths of time. **Classroom Management** • Flexibility during lessons for the pupils to gain respite through 'Time in' if they are unable to regulate their emotions or levels of anxiety. • Regular opportunities for movement breaks (e.g. running errands, doing brief practical/physical tasks during desk-based sessions). • Staff check-in with pupil at pre-agreed transition points (particularly at the beginning and end of the day) throughout the day to give an opportunity to support, debrief and provide coaching in relation to difficult feelings or situations.

Accessing Resources & Support – EHC Plan

	Anything additional or different to that provided at SEN Support will be specified in the child's EHC Plan.