SEMH

Universal	
	• A positive behaviour/relationship policy which is socially and emotionally adapted to meet the needs of all pupils and reviewed with staff at least annually
	• Graduated approach with effective use of Assess, Plan, Do, Review.
	• Ensure all staff comply with school policies which include whole system approaches such as: - Restorative approaches - Solution focussed approaches - Positive classroom management - Anti-bullying - Promoting good mental health - Developing a growth mindset - Character Education
	• Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.
	• Emphasis on positive praise.
	• Give the pupil a classroom responsibility to raise self-esteem
	• Use of calming strategies to support distraction or promote self-regulation e.g. calming music, colouring, mindfulness activities.
	• Give breaks between tasks and give legitimate 'moving around' activities e.g. Brain Gym, wake up and shake up
	• Opportunity to access outdoor space whilst supervised to support with self-regulation.
	• Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary
	• Provide lots of opportunities for sensory based learning e.g. practical activities, experiential learning, multi-sensory resources
	• Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role.
	• Make expectations for behaviour explicit by giving clear targets, explanations and modelled consistently by all staff.
	• Where possible, create a quiet area both for working and as a 'quiet time/calm' zone
	• Use a visual timer to measure and extend time on task.
	• Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)

	- Ensure that tools/equipment are easily accessible and available for use - Give a set time for written work and do not extend into playtime to 'catch up' – the pupil will need these breaks - Use pupil's name and ensure you have their attention before giving instructions - Chunk instructions and support with visual cues - Make use of different seating and grouping arrangements for different activities - Personalise teaching where possible to reflect pupils' interests - Communicate in a calm, clear manner - Keep instructions, routines and rules short, precise and positive - Listen to the pupil, giving them an opportunity to explain their behaviours. - Restorative approach with built in reflective time to provide post incident learning. - Provide visual timetables, now and next and task lists – may need to be for a short period of time depending on the pupil - Have a range of simple, accessible activities that the pupil enjoys to use as 'calming' exercises - Ensure groupings provide positive role models - Transition from whole class work to independent or group work is taught clearly signalled and actively managed - Systems to support regulation and awareness of emotions. - Use of Emotional Wellbeing Pathway and Toolkit - Working for/reward systems with clear structures, positive visual representation and instant recognition. - Structured choices clearly presented - Support at unstructured times with consideration of varied spaces and resources available e.g. games table at lunch - The provision of planned opportunities for pupils to learn social and emotional skills and build resilience - Effective links between pastoral support, personal and social education, SEN and the curriculum - Adaptation of teaching and learning both academically and socially and emotionally - Opportunities' for repeated and overlearning.

	• Break down tasks into small manageable chunks. • Prior warning of change to routines and timetables. • Opportunities to develop positive staff /child relationships • Offering a child / young person opportunities to take on responsibilities e.g. class monitors, prefects, school council reps

Targeted (SEN Support)	• A range of additional intervention programmes - social skills, anger management, alternative curriculum arrangements
	
	• Pupil centred plan coproduced and reviewed with the pupil and parents/carer regularly.
	
	• Individual SEMH target setting and review process half termly.
	• Screened for SLCN, SpLD, MLD to ensure underlying needs are identified and addressed
	
	• Opportunities' for time tabled nurture groups and activities at key transition points, in order to build resilience.
	
	• Allocation of peer mentors, leaning / behaviour mentors - monitored and evaluated
	
	• Opportunity to access sensory regulation spaces/activities.
	
	• Identification of a key person/advocate within the school who they can have regular contact with in times of need
	
	• SEMH Screening tool to identify individual needs.
	
	• Regular targeted small group or individual support, making use of assessment tools (e.g. ELSA, Boxall, Thrive, etc.) to focus provision.
	
	• Sensitive use of additional adult to;
	
	   - Promote participation and engagement
	   - Support learning behaviours by modelling and mediated learning
	   - Ensure risk assessment is addressed in all learning environments
	   - Promote independence skills and develop social inclusion
	   - Use of advocacy to promote independence skills
	
	• SEMH Support Service/Outreach – advice & recommendations.
	
	• Access to alternative learning environments that supports de-escalation strategies e.g personal desk, regulation station, identified agreed calming space.
	
	• Highly structured routines communicated with visual supports and prompts.
	
	• The school should consider the appropriateness of an Early Help Assessment for this learner as part of the graduated response

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Specialist	• A range of additional and different intervention / support programmes in liaison with external agency professionals. • Specific intervention programmes in small groups e.g. Social skills programme, Self-esteem programme, Anger management programme o A personalised plan/ provision plan or pastoral support programme which may include one or more of the following; strategies and interventions to address social skills, promote confidence, and build self-esteem, well-being, resilience, mental health • Access to a key member of school staff in the classroom with relevant training and/or experience who is emotionally available to the learner, able to remain attentive and to 'tune in' to their emotional and safety needs throughout the day • Consider alternative curriculum pathways e.g., vocational studies or life skills. • Therapeutic approaches to support change • Counselling programmes delivered by trained counsellor or mentor • Individual risk assessments to identify any dangers and inform when and how the learner needs extra support • A personalised timetable which is introduced in partnership with the learner, parents/carers and staff, and which may include withdrawal from some activities/lessons and offsite opportunities that focus on developing the learner's resilience and ability to engage in learning. ***Please see the Progressive Provision Level Descriptors for guidance at this stage.***