Sefton Special Educational Needs and Disability (SEND)

Our Approach
Assess, Plan, Do Review

Sefton Council

A Provision Map for **SEMH**

SEN Code of Practice:

"Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder." *(COP, 2015: 6.32)*

Whole School Systems
<table><tr><td>   **Quality First Teaching meets the needs of all CYP.**   **SENCO as strategic lead with time to implement the** Code of Practice.   - Inclusive ethos that supports learning and wellbeing of all CYP - focus on pupil strengths, ensure all pupils feel liked and valued. Consider whole school policies and practices including reasonable adjustments from a SEND perspective, accommodation and individual needs.   - Child centred approach e.g. consistent language, approaches/strategies, reintegration planning.   - Referral to team around the school   - Positive relationships with staff and students within school.   - Pupil and parent/carer voice are valued and used to inform provision that is reviewed regularly.   - High expectations and positive growth mindset.   - Mixed ability or flexible groupings.   - Early identification of need.   - EEF 'Five a day principles'.   - Transitions planned for and carefully managed   </td><td>   - SEMH coordinator/Mental health lead/Mental Health First Aider leader/Pastural Lead to co-ordinate whole school PSHE curriculum.   - Programme of CPD to ensure that staff are trained in different areas of SEMH need   - Understanding that behaviour is a form of communication.   - Whole school awareness of integration and reintegration, the link between behaviour and learning.   - School use trauma informed, relational and emotional coaching approaches.   - Staff receive supervision, so that they feel 'held' and able to seek support.   - Systems in place that support conflict resolution and restorative work.   - The school employs additional adults to support the needs of all pupils e.g., mid-day supervisory assistants, family support worker.   - Embedded behaviour policy with reasonable adjustment to policies to differentiate provision based on need.   - Capacity building and training from the Learning Inclusion Teams including Sefton Inclusion Services.   - Refer to other relevant provision maps to address the needs of the whole child.   </td></tr></table>

	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)
Universal Classroom Offer	• Refer to Sefton Graduated Approach Toolkit for guidance for assessment. • All Staff understanding the continuum of SEMH needs (ranging from extreme acting out to acutely withdrawn behaviour) and can highlight concerns where appropriate, contributing to early identification. • Staff can identify and prepare for specific triggers for an individual. **SEMH difficulties involving specific skills may present as:** • Struggling to remain on task or complete work. • Lack of independence/reliant on adults, • Signs of low self-esteem, • Low resilience, motivation • Displays some fright/flight/freeze responses, • Struggling with peer and or adult relationships. • Poor attendance / internal truancy NASEN handbook - guides on identifying need (pages 133-140) SEMH Needs Quick Checker **Consider if the pupil experiences difficulties in the following areas** (See Child Trauma Toolkit): • Anxiety, fear or worry • Difficulties with attention • Increase in activity level • Withdrawal / avoidance • Over / under reacting to sensory input • Hyperarousal • Emotional numbing • Change in academic performance • Somatic complaints • Short term and working memory • Impulsivity	• A suitably detailed and appropriate Individual Provision Map (IPM). **Adaptations:** • Tasks adapted, simplified, or extended. • Check for understanding regularly • Visual cues and prompts • Collaborative working opportunities • Repetition and reinforcement of skills • Use of worked examples • Positive praise / feedback • Clear verbal and written language • Repeat / clarify instructions • Links are made to real life experiences • Personalise teaching to pupils' interests and way of learning • Whole class movement breaks **Co-regulation:** • Maintain clear boundaries and expectations • Adult modelling of emotions and states of wellbeing • Opportunity for talking about emotions and feelings • Avoid confrontational language • Planned opportunities to learn and practise social and emotional skills during structured and unstructured activities • Shared scripts for consistent language and language of choice • Direct language (instead of saying "shall we tidy up/ do you want…."	**Resources:** • Task Planners • Now-and-next-boards • Visual timetable. • Emotion thermometer • Mental health snap-shot • School Nursing - Mersey Care NHS Foundation Trust • School wellbeing cards • Healthy Coping Skill Cards • Communication Cards **Whole school approaches:** • 5 Steps Framework • Zones of Regulation • Whole school trauma informed approaches: • PATHS • Five to thrive • Trauma informed specific resources and books: Beacon House • Time To Talk Day • Transition to a new school year • AET Transitions Toolkit **CPD:** • Whole staff sensory processing training • Trauma Informed Training • Sefton SSTEW Project • Emotionally Responsive Classrooms • Sefton AET Training Offer **Environment:** • Sensory environmental check list • Accessible Environments Guidance	Quantitative - attainment & progress data Qualitative information. for example: • Participation & engagement in learning • Retention of key concepts and skills • Independence • Applying and generalising new skills to unfamiliar contexts • Recording information in a variety of ways • Confidence and self-esteem • Clear approach/strategies of what to do when unsure about task • Positive response from pupil and parent/carer voice • Increased/equal access to the curriculum • Increased retention of key concepts and skills • Improved listening / attention skills • Improved social interactions • Able to work collaboratively in class • Positive mindset • Reduced anxiety • Staff being aware of and using systems

	• Anger / aggression
	• Processing speed
	• Reading and spelling
	• Speech and language or communication difficulties,
	• Fine or gross motor skills,
	• Attention seeking
	• Feelings of frustration
	• Negativity
	
	Use of whole school assessment toolkits to identify need:
	   Thrive Approach
	   Classroom Wellbeing Toolkit
	   Social and Emotional Learning Audit
	• Whole school reporting systems- analysis of SEND and pastoral systems and purposes (Holistic data)
	• Academic progress tracking and analysis
	• Pupil and parent/carer voice
	• RCADs anxiety checklist
		Say "Tidy up time", or "Let's do/ go…"
		• Meet and greet – ensure smooth entry to school and or lessons
		• Relational behaviour policy
		• Positive Feedback
		• Restorative Practice Approaches
		
		Environment:
		• Classroom well organised and labelled.
		• Quiet zone/ calm corner. Safe spaces
		• Provision of sensory resources
		• Clear routines
		• Provision of quieter working areas / workstations
			Parental support and training:
			• Sefton Parents and Carers
			• Parenting 2000
			• Aiming High
			• ADDvanced Solutions
			• Anna Freud - Guidance on anxiety
			
			Staff support:
			Staff wellbeing support
				related to whole school SEMH systems
				• Staff well-being, feeling connected, co-developing ideas/support
				• Improved attendance
				• Reduction in number of incidents of distressed behaviour across school

	Assess **(Pupil Needs)**	**Plan & Do** **(Strategies & Interventions)**	**Plan & Do** **(Resources)**	**Review** **(progress indicator)**
Targeted / Small Group	Formative and summative assessment identifies increasing and persistent difficulties or gaps in SEMH skills and knowledge. **Targets/outcomes to be developed based on recommended assessment and monitoring tools/toolkits, such as:** • Learning and Cognition assessments • ABC Triggers • Observations during structured and unstructured • STAR approach – behaviour analysis chart. Emotional Regulation | STARS Team • Sensory profile	Refer to EEF Teaching & Learning Toolkit **Additional and Different support:** • Structured interventions with reliable evidence of effectiveness. See EEF Guidance • Timetabled targeted/guided sessions with entry, exit and success criteria, and agreed monitoring schedule • Opportunities for overlearning and repeated practice • Pre-teaching of language and key concepts. NAPLIC | Pre-Teaching Vocabulary (PTV)	**Evidenced Based Group interventions such as:** • Circle of friends • ELSA sessions • Emotion Coaching • Nurture Groups • Solution Circles • Kooth wellbeing support (age 11-25) • Lego Therapy • Forest School • Emotional Literacy • SEAL • P.A.C.E. • Social communication groups • Play therapy	Refer to Universal review progress indicators, in addition to: • Frequent cumulative review. • Review progress against intervention outcomes. • Able to apply and generalise skills to other contexts. • Improved self-esteem and attitude to learning. • Better able to articulate their emotions.

	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)
	• Sensory Profile Checklist • Strengths and Difficulties Questionnaire. https://www.sdqinfo.org/a0.html • Boxall Profile Boxall (boxallprofile.org) • SEAL assessments - Social and emotional aspects of learning (SEAL) • Emotional Literacy - Emotional Literacy - GL Assessment • AET Framework • SPENCE Anxiety Scale • School Refusal Assessment Scale • EBSA Early Identification Tool • Neurodiversity or Trauma – Coventry Assessment Grid **SEMH difficulties may present as:** • Increased disruption in lessons, impacting own and others learning • Struggling in unstructured times • Displaying fight or flight or freeze/collapse behaviours • Unpredictable behaviour (ABC logs) • Difficulty in making and maintaining relationships with peers and staff • Peers can be reluctant to be included in games or classwork • Becoming more withdrawn, isolated, and disengaged • Increasingly anxious • More reluctant to speak/accept praise. • Sensory needs evident	• Explicit links made to HFT with planned opportunities to apply taught skills in HFT • Refer to external agencies • One page profile • Behaviour support plan • Sefton EBSA guidance • Sefton EBSA Toolkit • Sensory Checklist • Sensory Toolkit • EBSA – A Guide to Terminology **Co-regulation:** • Regulation plan • Regular check ins at various points during the day • Keyworker and or mentor support • Adult support for unstructured times and to develop peer relationships • Encourage two-way communication with home to share positive achievement, e.g., victory log • Indirect language, e.g., "I'm wondering if you are feeling…" • Mentoring programmes • Small-group social skills work • Trauma Informed School approaches and CPD staff training • 5 Ways to Wellbeing **Environment:** • Group level sensory audit	• Social stories and comic strip conversations (autism.org.uk) • Sensory circuits • Blobtree Resource • Self care strategies for young people **Referrals:** • Sefton Mental Health Support Team (MHST) • Sefton Attendance and Welfare Service • Sefton 1-2-1 Programme Referral • Sefton SENDIAS - Kids **Parental support:** • CHAT • Targeted Family Support • Aiming High Sleep Service • Creating a sleep routine **School support:** • Team Around the School (TAS) **CPD:** • Practical approaches to EBSA support • Emotional Wellbeing • Emotional Literacy • Sensory differences	• Improved self-esteem and confidence. • Developing I can attitude. • Clear approach/strategies of what to do when unsure about a task/situation. • Better understanding of child's needs. • Able to identify & manage emotions that are both comfortable and uncomfortable. • Able to resolve conflict peacefully & restoratively.
Specialist	**Assess (Pupil Needs)**	**Plan & Do (Strategies & Interventions)**	**Plan & Do (Resources)**	**Review (progress indicator)**
Specialist	**Formative and summative assessment identify:** • Significant difficulty in retaining learning or significant difficulty in applying learning • Working significantly below ARE	**Specialist support:** • High quality inclusive teaching plus personalised interventions to maximise progress • Structured 1:1 or very small group interventions (experienced staff 2:6)	**Intervention:** • Strength / self-esteem cards • Therapeutic Story writing • Personal construct psychology 'Ideal Self' • Play therapy	Refer to Universal and targeted review progress indicators, in addition to:

- Regular episodes of frustration and evidence of damage to self-esteem caused by these difficulties
- Dysregulated behaviour
- Assessment by specialist agencies to identify barriers to learning and provide advice planning next steps
- Support through solution-focused approaches, re-tracking, and motivational interviewing

Sefton screening tools:
Neglect Screening Tool
Multi-Agency Exploitation Screening Tool
Prevent Duty Signs and Vulnerabilities

SEMH difficulties may present as:
- Difficulty developing social skills
- Significant delay in development of executive functioning skills
- Persistent reluctance to follow instructions
- Damages or destroys their own learning and/or learning environment
- Frequency of disrupted learning limiting progress of self or others
- Attachment difficulties
- Finding it difficult to maintain friendships
- Unable to self-regulate without support
- May engage in risk-taking behaviours
- Extremely sensitive to criticism
- Increased 'fight', 'flight', 'freeze' responses
- Extreme levels of anxiety
- Withdrawing from support
- Self-harming behaviours
- Emotional based school avoidance
- Selective mutism
- Trauma response
- Demand Avoidance

- with reliable evidence of effectiveness
- Teaching of specific skills identified through diagnostic assessment or similar. See EEF Guidance
- Individual programme of support based on developmental age rather than chronological age based on multisensory principles with frequent overlearning
- Precision teaching
- Modified / alternative curriculum
- Risk assessment
- Absconding plan
- Reintegration plan
- Pastoral support plan
- Attendance at multi-agency meetings
- Refer to external agencies
- Exam access arrangements
- Refer to alternative provision Jigsaw Impact
Complementary Education
- Alternative Provision

Co-regulation:
- Personalised timetable with an emphasis on social emotional learning
- Personalised reward systems
- Emotion coaching

Environment:
- Additional planning and arrangements for transition
- Clear exit strategy and safe space
- Equipment recommended by specialist assessments e.g., weighted blanket, fidget toys

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- Motivational Interviewing
- Narrative Psychology approaches, e.g., Tree of Life, Team of Life, Beads of Life, Big Red Bus.
- Counselling
- Drawing the ideal safe school

Refer for specialist support:
- Sefton CAMHS
- Sefton Autism and Complex Needs Team
- School Health
- Venus
- Swan Centre (Girls age 13+)
- https://www.wearewithyou.org.uk/

Refer for specialist assessment:
- Sefton Educational Psychology service
- Alderhey Developmental Paediatrics
- Speech and Language
- Occupational Therapy
- Sefton EHCP assessment

Children at risk:
- Sefton Safeguarding Children Partnership
- Sefton Level of Need Guidance
- Sefton Children's Health and Advice Team (CHAT)
- Sefton My Space Team
- Youth Justice Team
- First Day Response
- Sefton admissions and transfers
- Sefton Virtual School for LAC or previously cared for children

CPD:
- Trauma Training

- Review progress against personalised outcomes.
- Review individual plans (BSP, RA, PSP).
- More able to recall information that has been regularly overlearned.
- Able to apply learning in familiar context with some support.
- Improved feeling of self-worth and confidence.
- Increase in engagement levels and motivation.
- Increase in level of independence.
- Development of life skills e.g., budgeting, cooking, time keeping.
- Improved progress relative to pupil starting point.
- Beginning to feel safe / secure in school.
- Beginning to feel understood and valued.
- Developing relationships with adults.
- Drop in anxiety levels.
- Beginning to participate and contribute to a small group and signs of some positive social behaviours.