

Provision Grid for Social, Emotional & Mental Health (SEMH)

Whole School Approaches

- ✓ Quality First Teaching meets the needs of all children
- ✓ [SENCO as strategic lead with sufficient 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.
- ✓ [Access to ELSA](#)
- ✓ 'Team around the child' approach e.g., consistent language, approaches/strategies
- ✓ [Positive relationships with staff and children within school](#)
- ✓ Pupil and parent/carer voice are valued and used to inform provision that is regularly reviewed.
- ✓ [High expectations and positive mindset.](#)
- ✓ Mixed ability or flexible groupings.
- ✓ [Use of reasonable adjustments.](#)
- ✓ Mind Mate Champion lead/Mental Health First Aiders leader.
- ✓ [Early identification of need.](#)
- ✓ Whole staff understanding that all behaviour is a form of communication.
- ✓ [Whole school awareness of integration and re-integration, the link between behaviour and learning.](#)
- ✓ School use trauma informed, relational and emotional caching 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 \(through Cluster\)](#)
- ✓ Embedded behaviour policy with reasonable adjustment to policies to differentiate provision based on need.
- ✓ [Capacity building and training from the Learning Inclusion Teams including EP's, SENIT, SEMH Inclusion Team, AIP and Virtual School](#)

Staff Expertise

Emotional Literacy Support Assistant in place (ELSA)

Mental Health First Aiders

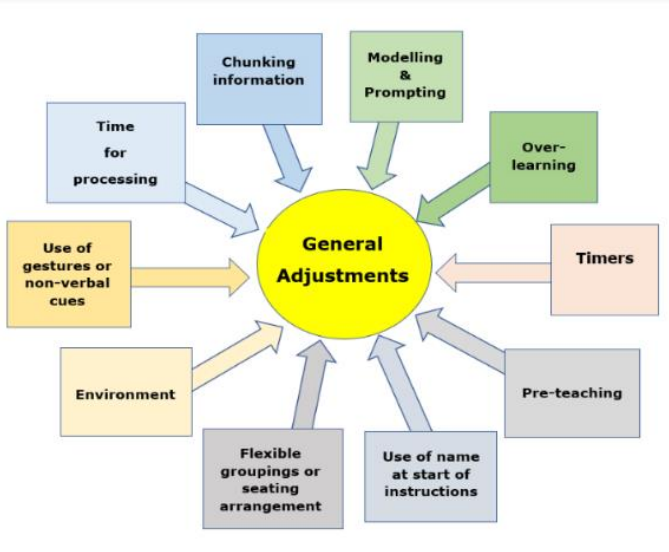
Mindmate champion

Trained Senior Mental Health Lead

Whole staff training on Trauma Informed Practice

	Assess [pupil needs]	Plan & Do [strategies & intervention]	Plan & Do [resources]	Review [progress indicator]
Universal (Quality First Teaching)	All staff understand the broad continuum of SEMH needs (ranging from extreme acting out to acutely withdrawn behaviour) and can highlight concerns where appropriate, contributing to early identification.	A suitably detailed and appropriate Individual Provision Map (IPM). Use of the range of Quick Guides. Tasks adapted, simplified, or extended. Check for understanding regularly and discretely.	Task Boards, such as 'Make a Deal'. Now/Next boards. Visual timetable. Zones of Regulation.	Quantitative - attainment and progress data. Qualitative - using observation, staff/pupil/parent views and pre and post data to evidence improvement in:

	<p>Identification of and preparation for specific triggers for an individual (E.g. times of the year, visits to birth family, transitions from one activity to another, less structured activities).</p> <p>SEMH difficulties involving specific skills may present as:</p> <ol style="list-style-type: none"> 1.Struggling to remain on task or complete work. 2. Lack of independence/reliant on adults, 3. Signs of low self-esteem, 4. Low resilience, motivation. 5. Displays some fright/flight/freeze responses, 6. Struggling with peer and or adult relationships. <p>Identify pupil strengths and interests.</p> <p>Does the child experience difficulties in the following areas?</p> <ol style="list-style-type: none"> 1.Short term and working memory, 2. Processing speed. 3. Reading and spelling. 4. Speech and language or communication difficulties, 5. Fine or gross motor skills, 	<p>Visual cues and prompts.</p> <p>Collaborative working opportunities.</p> <p>Repetition and reinforcement of skills.</p> <p>Use of worked examples.</p> <p>Feedback. Consider purpose and specificity.</p> <p>Consistent use of terms. Clear verbal and written language.</p> <p>Summarise instructions, repeated instructions.</p> <p>Adult modelling of emotions and states of wellbeing.</p> <p>Opportunity for talking about emotions and feelings.</p> <p>Links are made to real life experiences.</p> <p>Maintain clear boundaries and expectations.</p> <p>Classroom well organised and labelled.</p> <p>Quiet zone/calm corner and safe spaces available.</p> <p>Transition tools and planning.</p> <p>Sensory environmental check list.</p> <p>Personalise teaching to pupils' interests and way of learning, E.g. kinaesthetic activities.</p> <p>Meet and greet – ensure smooth entry to school and or lessons.</p> <p>Shared scripts for consistent language and language of choice.</p> <p>Direct language (instead of saying “shall we tidy up/ do you want....” Say “Tidy up time”, or “Let’s do/ go...”)</p>	<p>Social stories and comic strip conversations.</p> <p>Extended School Non-Attendance resources.</p> <p>Environmental Classroom Checklist - Sensory Audit.</p> <p>Use of evidence based SEMH interventions.</p> <p>Mindmate lessons within SEMH curriculum.</p> <p>MindMate Champions.</p> <p>Whole Class movement breaks.</p>	<ol style="list-style-type: none"> 1. Increased participation and engagement in learning. 2. Retention of key concepts and skills. 3. Independence. 4. Applying and generalising new skills to unfamiliar contexts. 5. Recording information in a variety of ways. 6. Improved confidence and self-esteem. 7. Clear approach/strategies of what to do when unsure about task. 8. Increased/equal access to the curriculum. 9. Improved listening skills. 10. Improved social interactions. 11. Able to work collaboratively in class. 12. Developing “I can” attitude. 13. Reduced anxiety.
--	--	--	---	--

	<p>6. Sensory overload.</p> <p>7. Anxiety,</p> <p>8. Attention seeking.</p> <p>9. Hypervigilance.</p> <p>10. Feelings of frustration and avoidance strategies.</p> <p>Gather pupil and parent/carer voice.</p> <p>Continue to gather and analyse learning and cognition assessments and screening tools such as: reading, spelling and maths assessments and consider how this would inform practice.</p> <p>Whole school reporting systems- analysis of SEND and pastoral systems and purposes (Holistic data)</p>	<p>Planned opportunities to learn and practise social and emotional skills during structured and unstructured activities.</p> <p>Access to pastoral services and Wellbeing Teams.</p> <p>Access to break, lunchtime and after school activities.</p> 		<p>14. Staff being aware of and using systems related to whole school SEMH systems.</p> <p>15. Staff well-being, feeling connected, co-developing ideas/support.</p> <p>16. Positive response from pupil and parent/carer voice.</p>
<p>Targeted Work</p>	<p>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:</p> <ol style="list-style-type: none"> 1. Learning and Cognition assessments such as reading, spelling, 2. ABC triggers. Observations during structured and unstructured times. 	<p>High quality inclusive teaching plus additional time - limited interventions, designed to increase rates of progress.</p> <p>Structured interventions with reliable evidence of effectiveness.</p> <p>Timetabled targeted/guided sessions with entry, exit and success criteria, and agreed monitoring schedule.</p> <p>Opportunities for overlearning and repeated practice.</p> <p>Pre-teaching of language and key concepts.</p> <p>Develop a range of strategies to support memory.</p>	<p>Evidenced Based Group interventions: Lego Therapy.</p> <p>ELSA sessions.</p> <p>Sensory Circuits.</p> <p>Emotional Literacy.</p> <p>Circle of friends.</p> <p>Growth Mindset.</p> <p>Social skills groups.</p>	<p>Frequent cumulative review.</p> <p>Review progress against intervention outcomes.</p> <p>Able to apply and generalise skills to other contexts.</p> <p>Improved self-esteem and attitude to learning.</p> <p>Better able to articulate their emotions.</p> <p>Improved confidence.</p>

	<p>3. Sensory profile.</p> <p>4. Strengths and Difficulties Questionnaire.</p> <p>SEMH difficulties may present as:</p> <ol style="list-style-type: none"> 1. Increasing disturbance in lessons, impacting on own and others learning. 2. Struggling in unstructured times. 3. Displaying frequent flight/fright/freeze behaviours. 4. Unpredictable behaviour. (undertake observations) 5. Difficulty in making and maintaining relationships with peers. 6. Peers can be reluctant to be included in games or classwork. 7. Becoming more withdrawn, isolated, and disengaged. 8. Increasingly anxious. 9. More reluctant to speak/accept praise. 10. Sensory needs evident. Conduct a Sensory profile 	<p>Explicit links made to QFT with planned opportunities to apply taught skills in QFT.</p> <p>Regular check-ins at various points during the day. Keyworker and or mentor support.</p> <p>Adult support for unstructured times and to develop peer relationships.</p> <p>Encourage two-way communication with home to share positive achievement, E.g. victory log.</p> <p>Indirect language, e.g., "I'm wondering if you are feeling..."</p> <p>Small-group social skills work.</p> <p>Trauma Aware School approaches and CPD staff training.</p> <p>Sensory or trauma profile.</p>		<p>Developing I can attitude.</p> <p>Clear approach/strategies of what to do when unsure about a task/situation.</p> <p>Better understanding of child's needs.</p> <p>Able to identify & manage emotions that are both comfortable and uncomfortable.</p> <p>Able to resolve conflict peacefully & restoratively.</p>
--	--	---	--	---

<p>Personalised</p>	<p>Significant difficulty in retaining learning or significant difficulty in applying learning.</p> <p>Working significantly below ARE.</p> <p>Regular episodes of frustration and evidence of damage to self-esteem caused by these difficulties.</p> <p>Assessment by specialist agencies to identify barriers to learning and provide advice planning next steps.</p> <p>Support through solution-focused approaches, re-tracking, and motivational interviewing.</p> <p>SEMH difficulties may present as:</p> <ol style="list-style-type: none"> 1. Difficulty developing social skills. 2. Significant delay in development of executive functioning skills. 3. Persistent reluctance to follow instructions. 4. Damages or destroys their own learning and/or learning environment. 5. Frequency of disrupted learning limiting progress of self or others. 6. Requires a high level of adult support to develop age 	<p>High quality inclusive teaching plus personalised interventions to maximise progress.</p> <p>Structured 1:1 or very small group interventions with reliable evidence of effectiveness. Teaching of specific skills identified through diagnostic assessment or similar.</p> <p>Personalised learning programmes based on multisensory principles with frequent overlearning.</p> <p>Precision Teaching with opportunity to apply taught skills.</p> <p>Additional planning and arrangements for transition including baseline assessments.</p> <p>Access Arrangements, Reasonable Adjustments and Special Consideration for tests and exams.</p> <p>Refer for specialist support if required (EP, SEMH Inclusion team, AIP, Cluster, CAMHS, Mindmate MindMate SPA)</p> <p>Personalised timetable with an emphasis on social emotional learning.</p> <p>Personalised reward systems.</p> <p>Clear exit strategy and safe space.</p> <p>Specialist equipment, E.g. weighted blanket, fidget toys</p> <p>Risk assessment. Absconding Plan.</p> <p>Attendance at multi-agency meetings.</p> <p>Ongoing staff training such as – trauma training, emotional wellbeing, emotional literacy, grounding techniques.</p>	<p>Individual/personalised interventions:</p> <ol style="list-style-type: none"> 1. Counselling. 2. Personalisation of programmes such as 'Zones' / 'five-point scale' 3. A Therapeutic Treasure Deck of Grounding, Soothing and Regulating Cards. 4. Therapeutic Story writing. 	<p>Review progress against personalised outcomes.</p> <p>More-able to recall information that has been regularly overlearned.</p> <p>Able to apply learning in familiar context with some support.</p> <p>Improved feeling of self-worth and confidence.</p> <p>Increase in engagement levels and motivation.</p> <p>Increase in level of independence.</p> <p>Improved progress relative to pupil starting point.</p> <p>Beginning to feel safe/ secure in school.</p> <p>Beginning to feel understood and valued.</p> <p>Developing relationships with adults.</p> <p>Drop in anxiety levels.</p> <p>Beginning to participate and contribute to a small group and signs of some positive social behaviours.</p>
----------------------------	--	--	--	---

	<p>appropriate independent and self-care skills.</p> <p>7. Finding it difficult to maintain friendships.</p> <p>8. Unable to self-regulate without support.</p> <p>9. May engage in risk-taking behaviours.</p> <p>10. Extremely sensitive to criticism.</p> <p>11. Increased 'fight', 'flight', 'freeze' responses.</p> <p>12. Extreme levels of anxiety.</p> <p>13. Withdrawing from support.</p> <p>14. Self-harming behaviours.</p> <p>15. Emotional-based school avoidance.</p>			
--	--	--	--	--