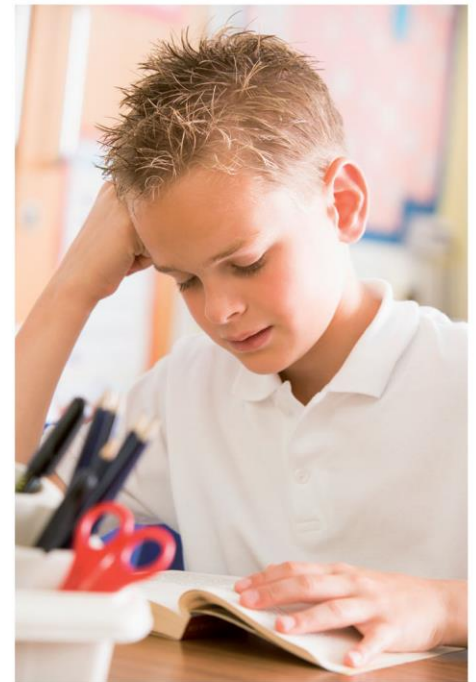
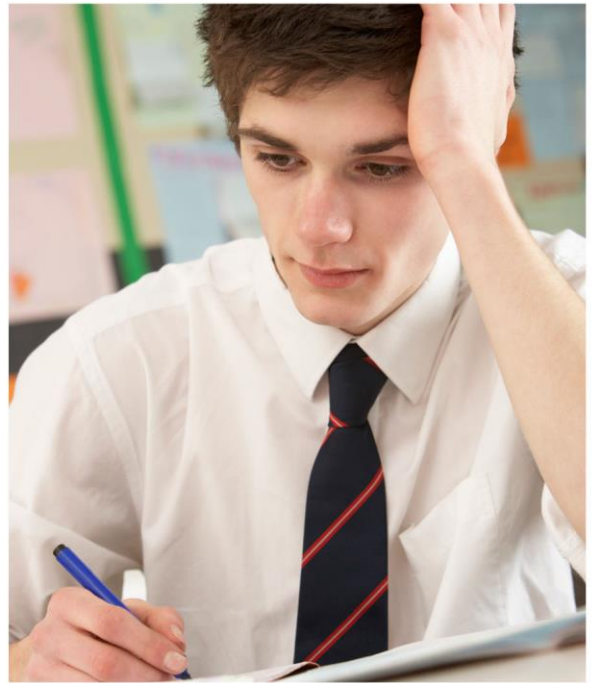


Social, Emotional and Mental Health (SEMH) Guidance



Social, Emotional and Mental Health (SEMH) Guidance

West Berkshire Council

Range Descriptors Overview

Range 1	<p>Children will have been identified as presenting with some low level features of social, emotional mental health difficulties</p> <ul style="list-style-type: none"> • They may sometimes appear isolated, have immature social skills, be occasionally disruptive in the classroom setting, be overactive and lack concentration • They may follow some but not all school rules/routines around behaviour in the school environment • They may experience some difficulties with social skills • They may show signs of stress and anxiety and/or difficulties managing emotions on occasions
Range 2	<p>Difficulties identified at range 1 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 interventions being in place.</p> <ul style="list-style-type: none"> • SEMH difficulties continue to interfere with pupils' social/learning development across a range of settings and pupils do not follow routines in school consistently • Pupils have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupils may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour may be beginning to emerge that impact on learning • Pupil may show patterns of stress/anxiety related to specific times of the day • Pupils may have a preference for own agenda and be reluctant to follow instructions • Pupils may have begun to experience short term behavioural crisis
Range 3	<p>Difficulties identified at range 2 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 and 2 interventions being in place.</p> <ul style="list-style-type: none"> • Social Emotional Mental Health (SEMH) difficulties interfere more frequently with pupils' social/learning development across a range of settings and pupils do not follow routines in school without adult support • Pupils may have experienced fixed term exclusion and more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupils remain socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that impact on learning • Pupil patterns of stress/anxiety related to specific times of the day have become more common • Pupils have a preference for own agenda and are reluctant to follow instructions • Short-term behavioural crisis have become more frequent and are more intense
Range 4i	<p>Pupil continues to present with severe and persistent levels of social, emotional, mental health difficulties which are now more complex and which necessitate a multi-agency response.</p>

	<ul style="list-style-type: none"> • Pupil is more likely to have experienced fixed term exclusion from school • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers • Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning
Range 4ii	<p>Pupil continues to present with severe and persistent levels of social, emotional, mental health difficulties which continue to be complex and long term and which necessitate a continued multi-agency response.</p> <ul style="list-style-type: none"> • Pupil is at increased risk of exclusion • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers • Careful social and emotional differentiation of the curriculum essential to ensure progress with learning
Range 5	<p>Significant and increasing social, emotional, mental health difficulties, often compounded by additional needs and requiring provision outside the mainstream environment, including several of the following:</p> <ul style="list-style-type: none"> • Moderate/ severe learning difficulties, mental health difficulties, acute anxiety, attachment issues • May have ADHD/ASD • Patterns of regular school absence • Disengaged from learning, significant under performance • Verbally and physically aggressive • Reliant on adult support to remain on task • Engaging in high risk taking activities both at school and within the community • Difficulties expressing empathy, emotionally detached, could have tendency to hurt others, self or animals • Issues around identity and belonging • Needing to be in control, bullying behaviours (victim & perpetrator) • Difficulties sustaining relationships • Over-friendly or withdrawn with strangers, at risk of exploitation • Provocative in appearance and behaviour, evidence of sexualised language or behaviours • Slow to develop age appropriate self-care skills due to levels of maturity or degree of Learning Difficulties • Physical, sensory and medical needs that require medication and regular review • Damage to property
Range 6	<p>Continuing significant and increasing social, emotional, mental health difficulties, often compounded by additional needs and requiring continued provision outside the mainstream environment, including several of the following:</p> <ul style="list-style-type: none"> • Significant challenging behaviour • Requiring a range of therapeutic interventions or referral to specialist support services

	<p>(CAMHS, EPS, YOT)</p> <ul style="list-style-type: none"> • Unable to manage self in group without dedicated support • Subject to significant neglect, basic needs unmet or preoccupied with hunger, illness, lack of sleep, acute anxiety, fear, isolation, bullying, harassment, controlling behaviours • Involved in substance misuse either as a user or exploited into distribution/selling • Poor attendance, requires high level of adult intervention to bring into school, even with transport provided • Refusal to engage, extreme abuse towards staff and peers, disengaged, wilfully disruptive • Significant and repeated damage to property • May require targeted teaching in order to access learning in dedicated space away from others • Health and safety risk to self and others due to increased levels of agitation and presenting risks • Sexualised language and behaviour, identified at risk of Child exploitation • Medical conditions, such as Asthma or Epilepsy, that may require particular support from Specialist Services
Range 7	<p>Continued long term and complex social, emotional, mental health difficulties, necessitating a continued multi agency response coordinated as annual SEN review, or multi agency reviews and met in specialist provision. Needs likely to include several of the following:</p> <ul style="list-style-type: none"> • Self harming behaviour • Attempted suicide • Persistent substance abuse • Extreme sexualised language and behaviour , sexually exploited • Extreme violent/aggressive behaviour • Serious mental health issues • Long term non-attendance and disaffection despite a range of appropriate strategies being employed and reviewed over time • Regular appearance in court for anti-social behaviour/criminal activity • Puts self and others in danger • Frequently missing for long periods • Extreme vulnerability due to learning difficulties, physical difficulties, Sensory impairment • Medical conditions that potentially life threatening and cannot be managed without dedicated support

Social, Emotional and Mental Health (SEMH) Guidance

Quality First Teaching

Descriptor	<p>All children should be educated in a socially and emotionally differentiated learning environment and taught the social and emotional skills which underpin good behaviour. The key areas are:</p> <ul style="list-style-type: none"> • An appropriate whole school ethos • A positive focus on attendance • A positive behaviour policy which is socially and emotionally differentiated to meet the needs of all pupils • A classroom and playground environment which focuses on positive relationships and the development of social skills • The provision of planned opportunities for pupils to learn social and emotional skills • The recognition that some pupils may experience short term difficulties managing their emotions and behaviour
Assessment and Planning	<ul style="list-style-type: none"> • Systems in place to ensure effective class and behaviour management strategies • Systems in place which ensure effective consequences to positive and negative behaviours (Rewards and sanctions) • Effective links between pastoral support, personal and social education, SEN and the curriculum • Accurate assessment of teaching and learning which includes emotional and developmental factors
Groupings for teaching	<ul style="list-style-type: none"> • Mainstream nurturing classroom environment with attention paid to nurturing principles • A quiet area in the classroom available for individual work or to allow pupils to calm/refocus • Attention paid to learning styles/any learning adjustments that may be necessary • Attention paid to emotional, social health and wellbeing
Human resources and staffing	<ul style="list-style-type: none"> • School behaviour policy, with a range of strategies which are clearly communicated and monitored and consistently implemented • Provision by class teacher, additional classroom staff and a range of resources usually available in the classroom • Shared understanding of how social and emotional issues impact on behaviour • Close liaison and common approach with parents/carers • Staff support and training on issues related to emotional, social development and behaviour
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Appropriate differentiation of the curriculum and all supporting materials • Assessment of preferred styles to inform teaching • Use of behaviour targets within the classroom and playground • The planned teaching of personal social and emotional skills (eg a curriculum such as SEAL) • Planned teaching of social communication skills
Resources and Intervention Strategies	<ul style="list-style-type: none"> • An effective behaviour/inclusion policy that is regularly monitored and evaluated within the school • A range of additional provisions in place in school such as: school councils, peer counselling buddy schemes, circle time, breakfast clubs, lunchtime/after school activities, break time havens, life Skills teaching • Strategies in place to encourage parental involvement in the life of school • Structured systems in place to support internal transitions between classes/activities, around school • Strategies in place to monitor attendance and punctuality which enhance communication between home and school • Systems for observing, auditing and assessing a pupils behaviour, monitored by SLT • Early Years Learning Journals in place at foundation stage

Social, Emotional and Mental Health (SEMH) Guidance

Range 1 - School based responses (Mild)

Descriptor	<p>Children will have been identified as presenting with some low level features of social, emotional mental health difficulties.</p> <ul style="list-style-type: none"> • They may sometimes appear isolated, have immature social skills, be occasionally disruptive in the classroom setting, be overactive and lack concentration • They may follow some but not all school rules/routines around behaviour in the school environment • They may experience some difficulties with social skills • They may show signs of stress and anxiety and/or difficulties managing emotions on occasions
Assessment and Planning	<p>Assessment will continue as part of normal school and class assessments, while the SENCO may initiate more specific assessment and observations:</p> <ul style="list-style-type: none"> • Records kept should include observations and assessments of context, structured and unstructured times, frequency, triggers, ABCs • Behaviour plans may be in place for more difficult times of the school day • Individual Provision map in place demonstrating that an increasing range of individual support is in place that is additional to and different from mainstream • Progress should be measured by changes in behaviour and learning following each review cycle and should be regularly shared with parents • Learning styles should be re-visited with adjustments made to accommodate them • A planned programme of support in place related to assessments, with pupils involved in setting and monitoring their own targets • Parents involved on a regular basis and encouraged to support targets at home • Pupil views are gathered
Groupings for teaching	<p>Pupils will continue to be in a mainstream class with attention paid to organisation and pupil groupings as follows:</p> <ul style="list-style-type: none"> • Opportunities for small group work based on identified need eg listening/thinking/social skills • Time limited mainstream classroom programme of support, which relates to assessments • Small group work to teach appropriate behaviours and emotional regulation • Individual programme (e.g. ELSA) based on specific need identified through assessments • A quiet area in the classroom available for individual work or to support pupils to calm/refocus • A nurturing classroom environment in which attention is paid to nurturing principles
Human resources and staffing	<ul style="list-style-type: none"> • Support/advice from SENCO with assessment, observation and planning • Appropriately skilled additional adults routinely used to support flexible groupings, observe pupils, differentiation and some 1:1 • Close monitoring to identify “hotspots” through observation with results used in planning • Support for times identified by risk assessments and strategies implemented to manage these • Close liaison and common approach with parents/carers
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • In class more targeted differentiation of the curriculum and supporting materials to enable full access • Strategies developed are formally shared with school staff, parent/carer and are documented • Increased differentiation of social, emotional and behavioural learning as well as academic curriculum • Level and pace of instructions simplified with attention paid to appropriate amount of teacher talk – chunked instructions, simple sentences • Increased emphasis on identifying and teaching to preferred learning style

	<ul style="list-style-type: none"> • Planned opportunities for pupils to reinforce social and emotional skills • Some use of specific group or 1:1 programmes around SEMH • Preparation for any change and the need for clear routines so that children feel safe
Resources and Intervention Strategies	<p>Further use of positive targeted strategies that include;</p> <ul style="list-style-type: none"> • Further baseline assessments and support • Hearing and vision, other health checks • Incident logs, ABC charts, observations in a range of settings with analyses and adjustments made according to findings, consideration given to the use of positive diaries, visual time tables • Consideration given to the provision of parenting support/ family centre involvement

Social, Emotional and Mental Health (SEMH) Guidance

Range 2 - School based responses (Mild)

Descriptor	<p>Difficulties identified at range 1 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 interventions being in place.</p> <ul style="list-style-type: none"> • Social, emotional, mental health difficulties continue to interfere with pupils' social/learning development across a range of settings and pupils do not follow routines in school consistently • Pupils have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupils may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour may be beginning to emerge that impact on learning • Pupil may show patterns of stress/anxiety related to specific times of the day • Pupils may have a preference for own agenda and be reluctant to follow instructions • Pupils may have begun to experience short term behavioural crisis 	
Assessment and Planning	<p>School</p> <p>Assessment as range 1 plus:</p> <ul style="list-style-type: none"> • More detailed and targeted observation ie interval sampling, use and analysis of assessment tools (Boxall, SDQ) and assessment related to interventions • More detailed recording, monitoring of frequency, intensity, ABC over a range of contexts • Behaviour plans in place for more difficult times of the school day or less structured times (e.g. breaks, extra curricular activities) • Assessment of progress in response to interventions • Pupil self assessment and pupil views, and wider assessments for learning/other SEN, e.g. speech and language, sensory needs • Individual Provision map continues to be in place demonstrating that an increased range of individual support that is additional to and different from mainstream is necessary to ensure full inclusion and progress with learning • Planning includes individually focused plans/provision maps with clear targets and with appropriate steps taken to engage pupil and parents • Effective internal communication and liaison arrangements between relevant staff 	<p>LA</p> <p>Advice sought from recognised professionals external to the school, e.g.</p> <ul style="list-style-type: none"> • Behaviour Intervention Team (telephone consultation or referral) • Children and Young Peoples' Integrated Therapies (CYPIT, e.g. Speech and Language Therapy, Occupational Therapy if child has an EHCP) • School nurse
Groupings for teaching	<ul style="list-style-type: none"> • In addition to the provision at range 1, identified regular support to teach social skills/emotional literacy in order to support the behaviour learning targets • Mainstream class with regular, time limited programmes of small group work based on identified need • On-going opportunities for 1:1 support focused on specific individual targets 	
Human resources and staffing	<p>School</p> <ul style="list-style-type: none"> • Additional adult, under the direction of teacher/SENCo, provides sustained targeted support on an individual/group basis • Increased parental/carer involvement; do you need to gather further info, e.g. genogram, family's strengths and needs, early years development • Encouragement and inclusion in extra curricular activities 	<p>LA</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO with additional advice from other professionals as outlined above

	<ul style="list-style-type: none"> • Develop a multi agency approach – consider convening a Team Around the Child (TAC) 	
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Modify level/pace/amount of teacher talk to pupil’s identified need • Individual targets within group programmes and/or 1:1 • A nurturing approach within the classroom which takes account of difficulties in the understanding of social rules and expectations • Emphasis on increasing differentiation of activities and materials and account taken of individual learning styles • Short term individual support focusing on listening, concentration, social skills • Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution • Provision of opportunities for play, creative activities, drama/role play 	
Resources and Intervention Strategies	<ul style="list-style-type: none"> • Continue with range 1 strategies + use of behaviour targets (if appropriate) within classroom or playground • Increase visual systems; prompt cards, behaviour plans, portable plans • Regular small group work on conflict resolution, social/emotional skills • Short term individual support • Additional circle time activities/small circles of support • Involvement from a wider range of services 	

Social, Emotional and Mental Health (SEMH) Guidance Range 3 (Moderate)

Descriptor	<p>Difficulties identified at range 2 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 and 2 interventions being in place.</p> <ul style="list-style-type: none"> • Social, emotional, mental health difficulties interfere more frequently with pupils' social/learning development across a range of settings and pupils do not follow routines in school without adult support • Pupils may have experienced fixed term exclusion and more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupils remain socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that impact on learning • Pupil patterns of stress/anxiety related to specific times of the day have become more common • Pupils have a preference for own agenda and are reluctant to follow instructions • Short-term behavioural crisis have become more frequent and are more intense 	
Assessment and Planning	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus more systematic application of assessment tools to gain detailed evidence over time with reviews • Involvement from BIT <p>Planning</p> <ul style="list-style-type: none"> • Positive handling plans in place where appropriate, providing careful details about safety, the trained staff who will be involved with the plan, the circumstances in which positive handling might be used, and how it will be recorded and communicated to parents or carers. This should be regularly reviewed and evaluated for impact • Risk assessments, if needed above that of a behaviour support plan • Behaviour and curriculum plans closely track levels of achievement, and all SAP/Behaviour plan targets are individualised and SMART • Individual provision map continues to be in place demonstrating provision at range 1-3 to support a pupil with long term needs that are likely to require further specialist assessment. Effective multi-agency working in place 	
Groupings for teaching	<ul style="list-style-type: none"> • Mainstream class but predominantly working on modified curriculum tasks with regular and consistent 1:1 support focused on specific SEMH/learning targets • Frequent opportunities for small group work based on identified need 	
Human resources and staffing	<p>School</p> <ul style="list-style-type: none"> • Daily access to staff in school with experience of SEMH (Staff should be trained in nurture and attachment, and the principles of which should be embedded into practice) • An additional adult (a 'key adult'), under the direction of the teacher, may support pupil working on modified behaviour targets and curriculum tasks • Increased access to a combination of targeted individual, small group and whole class activities • Adults receive a form of supervision so that they feel 'held', and able to seek support without fear of blame or recrimination • TAC should be in place 	<p>LA</p> <p>Main provision by class/subject teacher with support from SENCo.</p> <p>Additional advice and support from recognised professionals external to the school (e.g. referral to BIT, Educational Psychology Service, EHA, icollege outreach).</p> <p>If enough evidence, with parental consent, consider referral to ASD or ADHD pathways (See CYPIT)</p>
Curriculum and Teaching	<p>Teaching focuses on both SEMH and curriculum outcomes throughout the school day</p> <ul style="list-style-type: none"> • Tasks and presentation differentiated and personalised to pupil's needs • Modified and individualised level/pace/amount of teacher talk 	

Methods	<ul style="list-style-type: none"> • Some 1:1 teaching for the introduction of new concepts and the specific teaching and reinforcement of classroom routines and expectations • Small steps targets within group programmes • Some 1:1 work task completion with adult support • Targets monitored with pupil daily • Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional need rather than chronological age
Resources & Intervention Strategies	<ul style="list-style-type: none"> • Use the strategies in ranges 1 – 2 with an individualised focus • Access to a quiet space, time out, calming strategies • Systems in place that support conflict resolution and restorative work within a framework of anti-bullying strategy and interventions • Continue to review any resources and develop them to match the pupil's needs • BIT may suggest an application to the Vulnerable Children's Grant (VCG)

Social, Emotional and Mental Health (SEMH) Guidance

Range 4i (Severe)

Descriptor	<p>Pupil continues to present with severe and persistent levels of social, emotional, mental health difficulties which are now more complex and which necessitate a multi-agency response.</p> <ul style="list-style-type: none"> • Pupil is more likely to have experienced fixed term exclusion from school • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers • Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning 	
Assessment and Planning	<p>School</p> <p>Assessment:</p> <ul style="list-style-type: none"> • As range 3 with increased involvement of a range of specialist professionals • Multi-agency work continues • Statutory assessment process (EHCP) is considered • Positive handling plans • Risk assessment, if necessary • School to self-assess; what's working well, what's not <p>Planning</p> <ul style="list-style-type: none"> • SAP/behaviour plans, or provision map detailing strategies and appropriate short term targets • Planning meetings/TACs include parents, any offsite providers and are multi-agency 	<p>LA</p> <ul style="list-style-type: none"> • Continued access to assessment advice and support from outside agencies • Consider requesting a Circle of adults • Consider a CAMHS referral • Vulnerable Children's Grant (VCG) may be suggested by BIT
Groupings for teaching	<ul style="list-style-type: none"> • Pupil offered one to one support from an adult in the mainstream environment (a key adult) – with reference to statutory funding • Where appropriate, managed move/fresh start of school • Nurture group provision (if in place and assessments indicate appropriateness) 	
Human resources and staffing	<p>School</p> <ul style="list-style-type: none"> • Daily access to staff with experience and training in meeting the needs of pupils with SEMH • Icollege outreach 	
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Pupils' curriculum is personalised • Activities focus on key skills and SEMH outcomes throughout the school day • More lessons outside mainstream timetabling 	
Resources and Intervention Strategies	<p>Continue to review resources and develop them to match the pupil's needs:</p> <ul style="list-style-type: none"> • Targeted intervention carefully employing a range of specialist strategies • Individual SEMH programme incorporating 1:1 and small group teaching • Specialist provision (e.g. nurture group) within mainstream may be appropriate to meet need for part of the week • Part-time timetable may be suggested (consult with Exclusions Officer) • All additional resources and exceptional arrangements are referenced in a personalised provision map • BIT may suggest an application to the Vulnerable Children's Grant (VCG) 	

Social, Emotional and Mental Health (SEMH) Guidance

Range 4ii (Severe)

Descriptor	<p>Pupil continues to present with severe and persistent levels of social, emotional, mental health difficulties which continue to be complex and long term and which necessitate a continued multi-agency response.</p> <ul style="list-style-type: none"> • Pupil is at increased risk of exclusion • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers • Careful social and emotional differentiation of the curriculum essential to ensure progress with learning 	
Assessment and Planning	<p>School</p> <p>Assessment:</p> <ul style="list-style-type: none"> • As range 4i with significant involvement from a range of specialist professionals • Multi-agency work continues • Statutory assessment process (EHCP) may be in process <p>Planning</p> <ul style="list-style-type: none"> • A behaviour plan, risk assessment or provision map detailing strategies and appropriate short term targets • Planning meetings include parents, any offsite providers and are multi-agency 	<p>LA</p> <ul style="list-style-type: none"> • Continued access to assessment advice and support from outside agencies • Request a circle of adults • Consider making a referral to the Pupil Placement Panel (PPP) • Child to be known to Exclusions Officer
Groupings for teaching	<ul style="list-style-type: none"> • Mainstream provision in place but pupil may be taught for more significant amounts of time in a specialist environment outside of the mainstream classroom • Pupil offered one to one support from an adult for the majority of the school day - with reference to statutory funding • Managed move of school considered 	
Human resources & staffing	<p>School</p> <p>Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH</p>	
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Pupil's curriculum is highly personalised and pupils may be disapplied from some aspects of the national curriculum • Activities focus on key skills and SEMH outcomes throughout the school day • More lessons take place outside mainstream timetabling 	
Resources and Intervention Strategies	<p>Continue to review resources and develop them to match the pupil's needs:</p> <ul style="list-style-type: none"> • Targeted intervention carefully employing a range of specialist strategies • Individual SEMH programme incorporating 1:1 and small group teaching • Specialist provision (e.g. nurture group) appropriate to need could be in place for much of the week • All additional resources and exceptional arrangements are referenced in a personalised provision map 	

Social, Emotional and Mental Health (SEMH) Guidance

Range 5 (Profound)

Descriptor	<p>Significant and increasing social, emotional, mental health difficulties, often compounded by additional needs and requiring provision outside the mainstream environment, including several of the following:</p> <ul style="list-style-type: none"> • Moderate/ severe learning difficulties, mental health difficulties, acute anxiety, attachment issues • May have ADHD/ASD • Patterns of regular school absences • Disengaged from learning, significant under performance • Verbally and physically aggressive • Reliant on adult support to remain on task • Engaging in high risk taking activities both at school and within the community • Difficulties expressing empathy, emotionally detached, could have tendency to hurt others, self or animals • Issues around identity and belonging • Needing to be in control, bullying behaviours (victim & perpetrator) • Difficulties sustaining relationships • Over-friendly or withdrawn with strangers, at risk of exploitation • Provocative in appearance and behaviour, evidence of sexualised language or behaviours • Slow to develop age appropriate self-care skills due to levels of maturity or degree of Learning Difficulties • Physical, sensory and medical needs such as that require medication and regular review • Damage to property
Assessment and Planning	<p>Statutory assessment process (EHCP) is likely to be complete and pupil may have been assessed as needing specialist provision</p> <p>Assessment will be an ongoing process to determine progress in learning, and also:</p> <ul style="list-style-type: none"> • Development of social skills, empathy, managing own behaviour and emotions, staying safe in school and in the community • There will be involvement from a range of specialist professionals in place, such as CAMHS, EP, YOT, EWO • Multi-agency work continues, and continual assessment to feed in to the cycle of annual reviews and/or TACs. <p>Planning</p> <ul style="list-style-type: none"> • SAP, behaviour plan, risk assessment or provision map detailing strategies and appropriate short term targets • Risk assessment will describe procedures to keep safe the pupil, other staff and pupils, and property. There will be an assessment of the risk of absconding and procedures described to manage such an eventuality. • Planning meetings will include parents/carers, and are multi-agency
Groupings for teaching	<ul style="list-style-type: none"> • Pupil on dual/single roll in a specialist environment, e.g. icollege • Pupil offered one to one support from an adult for some of the school day • There will be a greater ratio of adults to pupils and staff will have specialisms in managing pupils who present with challenging behaviour.

PROFOUND - Range 5 continued	
Human resources and staffing	<p>Provision is within a specialist environment with appropriate staff/student ratios Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH. Additional teams will include any of the following;</p> <p>Multi Agency Interventions:</p> <ul style="list-style-type: none"> • Social Worker, Police • Health (e.g. school nurse), YOT, EHA/CAMHS, Educational Psychologist, EWO • The Edge (young people’s drug and alcohol service) • Targeted Intervention Service (TIS) • Contact Advice and Assessment Service (CAAS) • Home Start (promote the welfare of families with at least one child under 5 years) • SAFE! (supporting victims of crime, aged 8-25 year olds) • Time to Talk (counselling service for 11-25 year olds)
Curriculum and Teaching Methods	<p>Pupil requiring an alternative to mainstream education</p> <ul style="list-style-type: none"> • Learning experiences address significant social, emotional and behavioural needs • Learning experiences out of school environment (e.g. Outdoor academy) • A differentiated behaviour management programme in addition to targeted support and reassurance in areas of learning the child finds particularly demanding • Structured social skills group work and/or intervention • Regular opportunities to consolidate learning/ promote confidence in the learning environment • Adult support to implement structured social skills, group work and/or intervention and to support during less structured times • Access to an adult who can intervene to support the pupil in recognising their emotions and managing their behaviour • Additional support around times of transition and change • Staff have expertise in managing significant and consistent difficulties with behaviour <p>Support and advice from outside agencies as appropriate</p>
Resources and Intervention Strategies	<ul style="list-style-type: none"> • Personalised to the specific needs of the pupil • Advice available from relevant specialist services • Placed in a specialist environment • Banding – Additional (SEMH 1)

Social, Emotional and Mental Health (SEMH) Guidance

Range 6 (more profound)

Descriptor	<p>Continuing significant and increasing social, emotional, mental health difficulties, often compounded by additional needs and requiring continued provision outside the mainstream environment, including several of the following:</p> <ul style="list-style-type: none"> • Significant challenging behaviour • Requiring a range of therapeutic interventions or referral to specialist support services (CAMHS, YOT) • Unable to manage self in group without dedicated support • Subject to significant neglect, basic needs unmet or preoccupied with hunger, illness, lack of sleep, acute anxiety, fear, isolation, bullying, harassment, controlling behaviours • Involved in substance misuse either as a user or exploited into distribution/selling • Poor attendance, requires high level of adult intervention to bring into school, even with transport provided • Refusal to engage, extreme abuse towards staff and peers, disengaged, wilfully disruptive • Significant damage to property • May require targeted teaching in order to access learning in dedicated space away from others • Health and safety risk to self and others due to increased levels of agitation and presenting risks • Sexualised language and behaviour , identified at risk of child exploitation
Assessment Planning	<p>Statutory assessment process (EHCP) is complete and pupil has been assessed as needing enhanced specialist provision</p> <p>Assessment will be an ongoing process to determine progress in learning, and also:</p> <ul style="list-style-type: none"> • Development of social skills, empathy, managing own behaviour and emotions, staying safe in school and in the community • There will be involvement from a range of specialist professionals in place, such as CAMHS, EP, YOT, therapeutic provision. • Multi-agency work continues, and continual assessment to feed in to the cycle of annual reviews/TACs. <p>Planning</p> <ul style="list-style-type: none"> • SAP, behaviour plan, risk assessment or provision map detailing strategies and appropriate short term targets • Risk assessment will describe procedures to keep the pupil safe, other staff and pupils, and property. There will be an assessment of the risk of absconding and procedures described to manage such an eventuality. • Planning meetings will include parents/carers, and are multi-agency
Groupings for teaching	<ul style="list-style-type: none"> • Pupil is likely to be on roll at special school • Pupil offered one to one support from an adult for most of the school day • There will be a greater ratio of adults to pupils and staff will have specialisms in managing pupils who present with challenging behaviour.
Human resources and staffing	<p>Multi Agency Interventions:</p> <p>Provision is within a specialist environment with appropriate staff/student ratios Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH. Additional teams will include any of the following;</p> <ul style="list-style-type: none"> • Social Worker, Police • Health (e.g. school nurse), YOT, EHA/CAMHS, Educational Psychologist, EWO

	<ul style="list-style-type: none"> • The Edge (young people's drug and alcohol service) • Targeted Intervention Service (TIS) • Contact Advice and Assessment Service (CAAS) • Home Start (promote the welfare of families with at least one child under 5 years) • SAFE! (supporting victims of crime, aged 8-25 year olds) • Time to Talk (counselling service for 11-25 year olds)
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Access to personalised interventions to help the child to regulate and reflect upon their emotions to develop resilience and reduce the severity of behaviour • Highly structured opportunities to consolidate learning and promote confidence in the learning environment • Consistent adult support to support the delivery of a personalised approach which ensures all necessary reasonable adjustments are identified and implemented • Staff have expertise in managing significant and consistent difficulties with behaviour • Risk assessment to minimise opportunities for severe incidents to occur • Regular multi-agency reviews as appropriate
Resources and Intervention Strategies	<ul style="list-style-type: none"> • Personalised to the specific needs of the pupil • Advice available from relevant specialist services • Banding – Significant (SEMH 2)

Social, Emotional and Mental Health (SEMH) Guidance

Range 7 (Exceptional)

Descriptor	<p>Continued long term and complex social, emotional, mental health difficulties, necessitating a continued multi agency response coordinated as annual SEN review or a multi professional meeting and met in specialist provision. Needs likely to include several of the following:</p> <ul style="list-style-type: none"> • Self harming behaviour • Attempted suicide • Persistent substance abuse • Extreme sexualised language and behaviour, sexually exploited • Extreme violent/aggressive behaviour • Serious mental health issues • Long term non-attendance and disaffection despite a range of appropriate strategies being employed and reviewed over time • Regular appearance in court for anti-social behaviour/criminal activity • Puts self and others in danger • Frequently missing for long periods • Extreme vulnerability due to learning needs, physical needs, Sensory impairment
Assessment and Planning	<p>Statutory assessment process (EHCP) is complete and pupil has been assessed as needing enhanced, or more secure specialist provision</p> <p>Assessment will be an ongoing process to determine progress in learning, and also:</p> <ul style="list-style-type: none"> • Development of social skills, empathy, managing own behaviour and emotions, staying safe in school and in the community • There will be involvement from a range of specialist professionals in place, such as CAMHS, EP, YOT, therapeutic provision. • Multi-agency work continues, and continual assessment to feed in to the cycle of annual reviews. <p>Planning</p> <ul style="list-style-type: none"> • SAP, behaviour plan, risk assessment or provision map detailing strategies and appropriate short term targets • Risk assessment will describe procedures to keep safe the pupil, other staff and pupils, and property. There will be an assessment of the risk of absconding and procedures described to manage such an eventuality. • Planning meetings will include parents/carers, and are multi-agency
Groupings for teaching	<ul style="list-style-type: none"> • Pupil is on roll at special school. May be out of area and/or residential • Pupil offered one to one support from an adult for most of the school day • There will be a greater ratio of adults to pupils and staff will have specialisms in managing pupils who present with challenging behaviour.
Human resources and staffing	<p>Provision is within a specialist environment with appropriate staff/student ratios Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH. Additional teams will include any of the following;</p> <p>Multi Agency Interventions:</p> <ul style="list-style-type: none"> • Social Worker, Police • Health (e.g. school nurse), YOT, EHA/CAMHS, Educational Psychologist, EWO • The Edge (young people's drug and alcohol service) • Targeted Intervention Service (TIS)

	<ul style="list-style-type: none"> • Contact Advice and Assessment Service (CAAS) • Home Start (promote the welfare of families with at least one child under 5 years) • SAFE! (supporting victims of crime, aged 8-25 year olds) • Time to Talk (counselling service for 11-25 year olds)
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Access to a personalised curriculum and intervention programme within a safe environment which includes an emphasis on helping the child to develop an understanding of emotions and different emotional responses, in order to develop resilience and reduce the severity of behaviour • Personalised learning programme to consolidate learning and promote confidence in the learning environment • High level and consistent adult support to ensure the delivery of a personalised approach which includes all necessary reasonable adjustments which are identified and implemented • Staff have expertise in managing complex difficulties with behaviour • Risk assessment to minimise opportunities for severe incidents to occur • Regular multi-agency reviews as appropriate
Resources and Intervention Strategies	<ul style="list-style-type: none"> • Personalised to the specific needs of the pupil • Advice available from relevant specialist services • Banding – Exceptional (SEMH 3)

Appendix

Services/Organisations	Area of Support	Contact details
Behaviour Intervention Service (BIT)	Children with SEMH and behavioural needs	07585 986658 Beth.cartwright@westberks.gov.uk OR BIT@westberks.gov.uk
Children Young People and Families Services	Info on pathways for ASD, ADHD. Referrals to services such as Occupational Therapy and Speech and Language	https://cypf.berkshirehealthcare.nhs.uk/
Cognition and Learning Team (CALT)	Advice, training and guidance for pupils with SEN	Rhian.ireland@westberks.gov.uk
Contact Advice and Assessment Service (CAAS)	Safeguarding or welfare concerns	child@westberks.gov.uk 01635 503090
Cruse	Bereavement	westberkshire@cruse.org.uk
Educational Psychology Service (EPS)	Support for vulnerable groups of children	Hazel.loomes@westberks.gov.uk
Educational Welfare Service	Supporting regular school attendance	Linda.curtis@westberks.gov.uk
Emotional Health Academy (EHA)	Emotional well-being support and signposting	Emotional.health.triage@westberks.gov.uk
Exclusions Officer	Support around exclusions, fresh starts, pupil placement panel	Ros.arthur@westberks.gov.uk 01635 503409
Home Start	Support for families (with at least one child under 5 years) suffering stress or difficulty	office@home-startwb.org.uk
Icollege	Alternative Education	office@icollege.org.uk
Outdoor Academy	Outdoor activities	info@outdooracademy.co.uk
Safe Sex Berkshire	Promoting safe sex	https://www.safesexberkshire.nhs.uk/
SAFE!	Support for victims of crime	safe@safeproject.org.uk
SENDIASS	Independent SEND advice for parents and young people	westberksiass@roseroad.org.uk
Specialist Inclusion Support Service (SISS)	Support from Brookfields and Castle Special schools	Rhian.ireland@westberks.gov.uk
Targeted Intervention Service (TIS)	Supporting young carers, those on the edge of care, domestic abuse, mental health etc	tis@westberks.gov.uk
The Edge	Drug and alcohol	theedge@westberks.gov.uk

	service	
The Ethnic Minority & Traveler Service (EMTAS)	Support for ethnic minority children and their families. This includes children for whom English is an additional language and children from Gypsy or Traveler backgrounds.	Hazel.davies@westberks.gov.uk
Time to talk	Free counselling for 11-25 years olds	office@t2twb.org
Virtual School	Offering support to Looked After Children (LAC)	Robin.douglas@westberks.gov.uk
Young Carers	Support for young carers	Youngcarers@westberks.gov.uk
Youth Offending Team (YOT)	Help for young people to help turn them away from crime	yot@westberks.gov.uk

Here follows some further signposting and resources. This list is not comprehensive and is a working document:

Websites

Organisation	Website
Charlie Waller Memorial Trust – Depression, let's get talking about it	https://www.cwmt.org.uk/resources
Contact A Family	https://contact.org.uk/
Mentally Healthy Schools	https://www.mentallyhealthyschools.org.uk
Mind Mental Health Charity	www.mind.org.uk
Mood Juice – Self-help resource	http://www.moodjuice.scot.nhs.uk/
National Self-Harm Network	http://www.nshn.co.uk/
Nurture Group Network	https://www.nurturegroups.org/
OCD-UK Leading national charity	http://www.ocduk.org
The Centre for Separated Families	https://www.separatedfamilies.info/
Trauma and Attachment Clinic	https://beaconhouse.org.uk/trauma-and-attachment/
Young Minds – Mental Health charity for young people	www.youngminds.org.uk

Books

Children's Books around **divorce**:

Two Homes by Claire Masurel

Dinosaurs Divorce (A Guide for Changing Families) by Marc Brown

Standing on My Own Two Feet: A Child's Affirmation of Love in the Midst of Divorce by Tamara Schmitz

Books for parents around **divorce**:

The truth about children and divorce by Robert E. Emery Ph.D. (ISBN 0452287162).

Mom's house, Dad's house by Isolina Ricci (ISBN 0743277120)

Other

Bhreathnach, E. *The Scared Gang Series*.

Blakemore, S.J. *Inventing Ourselves: The secret life of the teenage brain*.

Bomber, L. *Inside I'm Hurting*.

Bomber, L. *What About Me?*

Bomber, L. & Siegel, D. *Settling Troubled Pupils to Learn: Why Relationships Matter in School*.

Ciarrochi, J. *Get Out of Your Mind and Into Your Life for Teens: A Guide to Living an Extraordinary Life (An Instant Help Book for Teens)*.

Creswell, C. & Willetts, L. (2007). *Overcoming Your Child's Fears and Worries: A self-help guide using cognitive behavioural techniques*. London: Constable & Robinson.

Dummett, N. & Williams, C. (2008). *Overcoming Teenage Low Mood and Depression: A five areas approach*. London: Hodder Arnold.

Fennell, M. (1999). *Overcoming Low Self-Esteem: A self-help guide using cognitive behavioural techniques*. London: Constable & Robinson.

Geddes, H. *Attachment in the classroom*.

Gilbert, I. *The Little Book of Bereavement for Schools*.

Gilbert, P. (1997). *Overcoming Depression: A self-help guide using cognitive behavioural techniques*. London: Constable & Robinson.

Golding, K., Fain, J., Frost, A., Mills, C., Worrall, H., Roberts, N., Durrant, E., & Templeton, S. Observing children with attachment difficulties in school

Kennerley, H. (1997). *Overcoming Anxiety: A self-help guide using cognitive behavioural techniques*. London: Constable & Robinson.

Mears, K. & Freeston, M. (2008). *Overcoming Worry*. London: Constable & Robinson

West Berkshire SEMH Guidance 2018

Morgan, N. *Blame My Brain: the Amazing Teenage Brain Revealed.*

Ratner, H. *Brief Coaching with Children and Young People: A Solution Focused Approach.*

Siegel, D. & Bryson, T. *The Whole Brain Child: 12 Proven Strategies to Nurture Your Child's Developing Mind.*

Siegel, D. *Brainstorm. The Power and Purpose of the Teenage Mind.*

Taransaud, D. *You Think I'm Evil: Practical Strategies for Working with Rebellious and Aggressive Adolescents.*

Glossary of Terms

Name in full	Abbreviation
Antecedent Behaviour Consequence	ABC
Attention Deficit Hyperactive Disorder	ADHD
Autistic Spectrum Disorder	ASD
Behaviour Intervention Team	BIT
Child and Adolescent Mental Health Service	CAMHS
Children and Young People's Integrated Therapies	CYPIT
Contact Advice and Assessment Service	CAAS
Education Health and Care Plan	EHCP
Education Welfare Officer	EWO
Educational Psychology Service	EPS
Emotional Literacy Support Assistant	ELSA
Looked After Child	LAC
Pupil Placement Panel	PPP
Senior Leadership Team	SLT
Social Emotional Aspects of Learning	SEAL
Social Emotional Mental Health	SEMH
Special Educational Needs	SEN
Special Educational Needs Co-ordinator	SENCO
Support and Achievement Plan	SAP
Team Around the Child	TAC
Youth Offending Team	YOT

Thanks to Bradford's SEMH guidance document which was used as a template to generate this document.