| **Provision Grid for Social, Emotional and Mental Health (SEMH)**  The Provision Grids provide a best practice guide to implementing and evidencing a robust graduated approach to identify and meet special educational needs. Please read the [Advice for Practitioners](https://www.leedsforlearning.co.uk/Pages/Download/5e3c1ed5-7f1a-419d-96a2-82b5b546dac2/PageSectionDocuments). | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Whole school systems | | | | | | |
| * **Quality First Teaching meets the need of all CYP.** * **SENCO as strategic lead with time to implement the** [Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25). * 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. * ‘Team around the child’ approach e.g., consistent language, approaches/strategies, reintegration planning. * Positive relationships with staff and students within school. * Pupil and parent/carer voice are valued and used to inform provision that is regularly reviewed. * High expectations and positive growth mindset. * Mixed ability or flexible groupings. * Early identification of need. * EEF [‘Five a day principles’](https://www.youtube.com/watch?v=a_4U73xozWk). | | | * SEMH coordinator/Mind Mate Champion lead/Mental Health First Aider leader 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 reintergration, 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 EP’s, SENIT, SEMH Inclusion Team, AIP and Virtual School | | | |
|  | **Assess**  **[pupil needs]** | **Plan & Do**  **[strategies & intervention]** | | **Plan & Do**  **[resources]** | **Review**  **[progress indicator]** |
| In the classroom  Universal | Refer to [Graduated Approach Toolkit](https://www.leedsforlearning.co.uk/Page/24331) guidance for assessment.   * 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. * 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). * 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. * Identify pupil strengths and interests. * Does the pupil experience difficulties in the following areas?   + Short term and working memory,   + Processing speed   + Reading and spelling   + Speech and language or communication difficulties,   + Fine or gross motor skills,   + Sensory overload   + Anxiety,   + Attention seeking   + hypervigilance.   + Feelings of frustration and avoidance strategies. * Gather pupil and parent/carer voice. * 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. * Whole school reporting systems- analysis of SEND and pastoral systems and purposes (Holistic data) | * A suitably detailed and appropriate Individual Provision Map (IPM). * See range of Quick Guides in [Graduated Approach Toolkit](https://www.leedsforlearning.co.uk/Page/24331) * Tasks adapted, simplified, or extended. * Check for understanding regularly and discretely * Visual cues and prompts. * Collaborative working opportunities. * Repetition and reinforcement of skills. * Use of worked examples. * Feedback. Consider purpose and specificity. * Consistent use of terms. Clear verbal and written language * Summarise instructions, repeated instructions. * Adult modelling of emotions and states of wellbeing. * Opportunity for talking about emotions and feelings. * Links are made to real life experiences. * Maintain clear boundaries and expectations. * Classroom well organised and labelled. * Quiet zone/ calm corner. Safe spaces * Transition tools and planning. * Sensory environmental check list. * Personalise teaching to pupils’ interests and way of learning, e.g., kinaesthetic activities. * Meet and greet – ensure smooth entry to school and or lessons. * Shared scripts for consistent language and language of choice. * Direct language (instead of saying “shall we tidy up/ do you want….” Say “Tidy up time”, or “Let’s do/ go…” * Planned opportunities to learn and practise social and emotional skills during structured and unstructured activities. * Access to pastoral services and Wellbeing Teams. * Break, lunchtime and after school activities. | | * [Task Boards](https://www.leedsforlearning.co.uk/Pages/Download/fda6f659-0722-4b0b-bbf0-6eaadc3b03c6/PageSectionDocuments), such as ‘[Make a Deal](https://www.leedsforlearning.co.uk/Pages/Download/2efd32f8-150c-471b-b3b7-58c06460782f/PageSectionDocuments)’ * Now/Next. [now-and-next-boards](https://schools.local-offer.org/blog/2020/11/17/what-are-now-and-next-boards/) * Visual timetable. [Visual timetables](https://councilfordisabledchildren.org.uk/sites/default/files/uploads/attachments/Visual%20Timetables%20Resource.I%20CAN.FINAL_.pdf) * Zones of Regulation - contact SEMH Inclusion workers for training [the zones of regulation](https://zonesofregulation.com/index.html) * social stories and comic strip conversations. [Social stories and comic strip conversations (autism.org.uk)](https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-coversations) * Emotion Coaching - [Contact](https://www.gottman.com/blog/an-introduction-to-emotion-coaching/) the Leeds EPT for training. * Making meaning of SEMH - [Contact](https://www.gottman.com/blog/an-introduction-to-emotion-coaching/) the Leeds EPT for training. * Extended School Non-Attendance. (ESNA) Contact Leeds EPT. * Review School policy and practice for Relational Based Trauma Approaches eg-   Relational Approaches and Relational Policy   * Environmental Classroom Checklist - [Sensory Audit](https://sensory-processing.middletownautism.com/sensory-strategies/sensory-audit-for-school-and-classrooms/) * List of evidence based SEMH interventions. [Toolkit of evidence-based interventions](https://www.devon.gov.uk/support-schools-settings/document/toolkit-of-evidence-based-interventions-to-promote-inclusionof-children-with-semh-needs/) * Mindmate lessons - [MindMate Friendly and MindMate Champions](https://mindmatechampions.org.uk/) * [Time To Talk Day](https://timetotalkday.co.uk/) * Trauma informed specific resources and books [.](http://www.innerworldwork.co.uk/?page_id=416) [Resources (beaconhouse.org.uk)](https://beaconhouse.org.uk/resources/)   [MichelleBomber](https://touchbase.org.uk/meet-the-team/louise-michelle-bomber-2/)   * Whole Class movement breaks Happy-Pack | Refer to [Graduated Approach Toolkit](https://www.leedsforlearning.co.uk/Page/24331) guidance for reviewing pupil progress.  Quantitative and qualitative data to evidence progress against agreed prior targets/outcomes.  Quantitative - attainment & progress data  Qualitative information. Using observation, staff/pupil/parent views (e.g., questionnaire, scaling) evidence improvement in, 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. * Developing “I can” attitude. * Reduced anxiety. * Staff being aware of and using systems related to whole school SEMH systems. * Staff well-being, feeling connected, co-developing ideas/support. |
|  | **Assess**  **[pupil needs]** | **Plan & Do**  **[strategies & intervention]** | | **Plan & Do**  **[resources]** | **Review**  **[progress indicator]** |
| Universal approaches plus  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 such as reading, spelling, * [ABC triggers](https://www.leedsforlearning.co.uk/Pages/Download/1989b819-1ffe-4277-82bc-0b3f2c888736/PageSectionDocuments). Observations during structured and unstructured * STAR approach – behaviour analysis chart. [Emotional Regulation | STARS Team](http://www.starsteam.org.uk/emotional-regulation) * Sensory profile. [Sensory | STARS Team](http://www.starsteam.org.uk/sensory) * Strengths and Difficulties Questionnaire. <https://www.sdqinfo.org/a0.html> * Boxall Profile [Boxall (boxallprofile.org)](https://new.boxallprofile.org/?utm_source=Gads&utm_medium=web&utm_campaign=2021Q2&gclid=Cj0KCQiA37KbBhDgARIsAIzce16rjnIoVFPoeqbs809ikngOR6EQPJaRGwO2oM5TahrA4YfF8jj17TsaAoDyEALw_wcB) * SEAL assessments - [Social and emotional aspects of learning (SEAL)](https://www.gov.uk/government/publications/social-and-emotional-aspects-of-learning-seal-programme-in-secondary-schools-national-evaluation) * Emotional Literacy - [Emotional Literacy - GL Assessment (gl-assessment.co.uk)](https://www.gl-assessment.co.uk/assessments/products/emotional-literacy/)   SEMH difficulties may present as :   * Increasing disturbance in lessons, impacting on own and others learning. Struggling in unstructured times. * Displaying frequent [Fight/Flight(beaconhouse.org.uk)](https://beaconhouse.org.uk/wp-content/uploads/2019/09/What-Are-You-Feeling.pdf) or [Freeze/Collapse (beaconhouse.org.uk)](https://beaconhouse.org.uk/wp-content/uploads/2019/09/What-Are-You-Feeling-Freeze-Collapse.pdf) * Unpredictable behaviour. (undertake observations) * Difficulty in making and maintaining relationships with peers. * 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. Conduct a Sensory profile | Refer to [Graduated Approach Toolkit](https://www.leedsforlearning.co.uk/Page/24331) guidance for intervention planning and record keeping.  Refer to [EEF Teaching & Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/using-the-toolkits)   * High quality inclusive teaching plus additional time - limited interventions, designed to increase rates of progress. * Structured interventions with reliable evidence of effectiveness. See [EEF Guidance](https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence) * 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)](https://www.naplic.org.uk/resource/pre-teaching-vocabulary/) * Develop a range of [SENIT memory difficulties](https://www.leedsforlearning.co.uk/Event/199441) * Explicit links made to QFT with planned opportunities to apply taught skills in QFT. * 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 Aware School approaches and CPD staff training * Sensory or trauma profile | | Evidenced Based Group interventions such as: Lego Therapy - [Lego-based Therapy | STARS Team](http://www.starsteam.org.uk/lego-therapy)   * ELSA sessions – contact Leeds EPT for information. * Emotion Coaching - contact Leeds EPT for information. * Sensory Circuits – contact SENIT for information. * Emotional Literacy - [Emotional Literacy - GL Assessment (gl-assessment.co.uk)](https://www.gl-assessment.co.uk/assessments/products/emotional-literacy/) * Forest schools - [Forest School Association](https://forestschoolassociation.org/) * Circle of friends.  [circle of friendship](https://www.edplace.com/blog/send/how-to-create-a-circle-of-friendship#:~:text=The%20%27Circle%20of%20Friends%27%20intervention,person%20with%20their%20problem%20solving.) * Stay & Play therapy/art therapy - [Home - Play Therapy UK](https://playtherapy.org.uk/) - contact local Cluster for information * Think good feel good/Think good feel better * SEAL - [Social and emotional aspects of learning (SEAL)](https://www.gov.uk/government/publications/social-and-emotional-aspects-of-learning-seal-programme-in-secondary-schools-national-evaluation) * Growth Mindset - [What is Growth Mindset - Mindset Works](https://www.mindsetworks.com/science/) * PACE - [P.A.C.E. (danielhughes.org)](http://www.danielhughes.org/p.a.c.e..html) * Social skills groups [Leeds Community Healthcare NHS Trust](https://www.leedscommunityhealthcare.nhs.uk/our-services-a-z/child-speech-and-language-therapy/speech-and-language-therapy-toolkit-new-/social-skills-and-interaction/) | 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. * 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. |
|  | **Assess**  **[pupil needs]** | **Plan & Do**  **[strategies & intervention]** | | **Plan & Do**  **[resources]** | **Review**  **[progress indicator]** |
| Universal & Targeted approaches plus  Personalised | * Significant difficulty in retaining learning or significant difficulty in applying learning. * Working significantly below ARE. * Regular episodes of frustration and evidence of damage to self-esteem caused by these difficulties. * 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.   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. * Requires a high level of adult support to develop age appropriate independent and self-care skills. * 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. | Refer to [Graduated Approach Toolkit](https://www.leedsforlearning.co.uk/Page/24331) guidance for intervention planning and record keeping.   * High quality inclusive teaching plus personalised interventions to maximise progress. * Structured 1:1 or very small group interventions with reliable evidence of effectiveness. Teaching of specific skills identified through diagnostic assessment or similar. See [EEF Guidance](https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence). * Personalised learning programmes based on multisensory principles with frequent overlearning. * [Precision Teaching](https://www.leedsforlearning.co.uk/Article/98210) with opportunity to apply taught skills. * Additional planning and arrangements for transition including baseline assessments. * Modified curriculum in KS4. * [Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ](https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/) for tests and exams [Access Arrangements Support (Secondary) | Leeds for Learning](https://www.leedsforlearning.co.uk/Event/165402) * [Refer for specialist support](https://www.leedsforlearning.co.uk/Page/19688) if required (EP, SEMH Inclusion team, AIP, Cluster, CAMHS, Mindmate [MindMate SPA)](https://self-referral.mindmate.org.uk/) * Personalised timetable with an emphasis on social emotional learning. * Personalised reward systems. * Clear exit strategy and safe space. * Specialist equipment e.g., weighted blanket, fidget toys * Risk assessment. Absconding Plan * Attendance at multi-agency meetings. * Ongoing staff training such as – trauma training, emotional wellbeing, emotional literacy, grounding techniques. | | Individual/personalised interventions such as:   * Stay & Play therapy/art therapy - [Home - Play Therapy UK](https://playtherapy.org.uk/) - contact local Cluster for information. * Counselling –face to face and virtual [Home - Kooth](https://www.kooth.com/) [The Market Place (themarketplaceleeds.org.uk)](https://www.themarketplaceleeds.org.uk/) * Personalisation of programmes such as ‘Zones’ / ‘five-point scale’ - [Emotional Regulation | STARS Team](http://www.starsteam.org.uk/emotional-regulation) * Narrative Psychology approaches, e.g., Tree of Life, Team of Life, Beads of Life, Big Red Bus. * A Therapeutic Treasure Deck of Grounding, Soothing and Regulating Cards. * Personal construct psychology ‘Ideal Self’ - [About us | Safe Hands Thinking Minds](http://www.safehandsthinkingminds.co.uk/about-us/). * Strength / self-esteem cards. * SAD Events – contact Leeds EPT for information. * Therapeutic Story writing – contact Leeds EPT for information. * [Blobtree Resource](https://www.blobtree.com/pages/guide) * [Motivational Interviewing](https://motivationalinterviewing.org/understanding-motivational-interviewing) | Refer to Universal and targeted review progress indicators, in addition to:   * Review progress against personalised outcomes. * 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. |