

Part 2: SEMH

AREA 1: DESCRIPTION OF NEED		
HN Level 4	HN Level 3	EVIDENCE AND EXAMPLES
<p>The pupil has severe and complex needs expressed through a repertoire of persistent 'negative' behaviours which are resistant to change and will include many of the following:</p> <p>At a personal level: Destruction of own work, lack of self-control, defiance, intolerance, frustration, distractibility, attention-seeking, difficulty establishing or maintaining relationships, anxiety, depression, isolation, resentment or vindictiveness, defiance, self injurious, obsessive or manipulative behaviours, lying, inappropriate sexual behaviour, inability to accept responsibility</p> <p>At a verbal level: Refusal to speak, making threats, frequent interruption, inappropriate calling-out in class, argumentative or abusive.</p> <p>At a non-verbal level: Reluctance to attend school, difficulty in observing rules, being destructive or aggressive; bullying (as a perpetrator or victim), inappropriate responses to perceived provocation, over-dependence on adult proximity.</p> <p>At a work skills level: Difficulty in working without direct supervision or in engaging with peers in learning, difficulty in completing tasks or following instructions, short concentration span, poor personal organisation skills, impeding other pupil's learning.</p> <p>The pupils difficulties are judged as severe and complex according to the following measures:</p> <p>Intensity: the pupil's difficulties are escalating and show no signs of becoming more manageable</p> <p>Duration: the pupil's behaviour is long lasting</p> <p>Frequency: the pupil's behaviour is repeated often during the day and disrupts most of his/her activities or those of his/her peers</p> <p>Generality: the pupil's behaviour occurs in most situations</p> <p>Inappropriateness: The pupil's behaviour is highly unusual, taking account of his/her age and the context in which the behaviour occurs</p> <p>Impact: The pupil's behaviour disrupts and interrupts the whole class for sustained periods</p> <p>Peer group acceptance: The pupil's behaviour is regarded as unacceptable and/or out of the ordinary by his/her peers</p> <p>Variety: The pupil exhibits a great many kinds of problem behaviours in school</p> <p>Gravity: The pupil's behaviour is of significant concern in the given situation</p>	<p>The pupil displays a range of behaviours which are resistant to change and may include some of the following:</p> <p>At a personal level: Destruction of own work, lack of self-control, defiance, intolerance, frustration, distractibility, attention-seeking, difficulty establishing relationships, anxiety, depression, isolation, resentment or vindictiveness, defiance, self injurious, obsessive or manipulative behaviours, lying, inappropriate sexual behaviour, inability to accept responsibility</p> <p>At a verbal level: Refusal to speak, making threats, frequent interruption, inappropriate calling-out in class, argumentative or abusive.</p> <p>At a non-verbal level: Reluctance to attend school, difficulty in observing rules, being destructive or aggressive; bullying (as a perpetrator or victim), inappropriate responses to perceived provocation, over-dependence on adult proximity.</p> <p>At a work skills level: Difficulty in working without direct supervision or in engaging with peers in learning, difficulty in completing tasks or following instructions, short concentration span, poor personal organisation skills, impeding other pupil's learning.</p> <p>Evidence of the pupil's difficulty or unwillingness to acknowledge or accept responsibility for his/her own actions.</p> <p>The severity of the pupils difficulties is judged as being at the following levels:</p> <p>Intensity: the pupil's difficulties appear to be escalating and show few signs of becoming more manageable</p> <p>Duration: usually the pupil's behaviour is long lasting</p> <p>Frequency: the pupil's behaviour is repeated on more than one day a week and disrupts some activities or specific activities</p> <p>Generality: The pupil's behaviour occurs in more than one situation</p> <p>Inappropriateness: The pupil's behaviour is somewhat unusual, taking account of his/her age and the context in which the behaviour occurs</p> <p>Impact: The pupil's behaviour often disrupts and interrupts the whole class</p> <p>Peer group acceptance: The pupil's behaviour is usually regarded as unacceptable and/or out of the ordinary by most of his/her peers</p> <p>Variety: The pupil exhibits many kinds of problem behaviours in school</p> <p>Gravity: The pupil's behaviour is of concern in the given situation</p>	

AREA 2: PROGRESS AND OUTCOMES		
HN Level 4	HN Level 3	EVIDENCE / EXAMPLES
<p>There is a history of planned, consistent and intensive intervention and support at SEN support which has not led to significant positive change</p> <p>The pupil's behaviours are seriously impeding his/her learning, leading to underachievement, and his/her relationships with peers and adults are impaired.</p> <p>Arrangements previously made for the pupil at SEN support are insufficient to meet the pupil's long-term special educational needs and much more highly individualised and differentiated provision is required.</p> <p>The pupil has difficulty maintaining concentration and needs routine classroom tasks to be specifically tailored in order to make any progress.</p> <p>He/she needs direct supervision in order to make choices or to tackle a problem</p> <p>The pupil has difficulty organising materials for a task unless closely supervised and difficulty sharing a task with others, taking turns or collaborating in a group learning task</p> <p>The pupil lacks coherence especially when trying to give an explanation and finds it hard to interact with others.</p>	<p>There is a planned, consistent intervention with a high level of adult support and supervision at SEN support to which the pupil is responding.</p> <p>The pupil's behaviours are impeding his/her learning leading to underachievement, and his/her relationships with some peers and adults are impaired.</p> <p>The pupil is unable to sustain him or herself in mainstream learning setting without a high level of adult support.</p> <p>The pupil has difficulty maintaining concentration and needs many classroom tasks to be specifically tailored in order to make any progress.</p> <p>He/she needs support in order to make choices or to tackle a problem</p> <p>The pupil frequently needs support to organise materials for a task and to facilitate sharing, taking turns or collaborating in a group learning task</p> <p>The pupil may lack coherence especially when trying to give an explanation and finds it hard to engage in extended interactions</p>	

AREA 3: INDEPENDENCE / SELF-HELP / EMOTIONAL PROFILE		
HN Level 4	HN Level 3	EVIDENCE AND EXAMPLES
<p>There is evidence of the pupil's significant unhappiness, stress and/or disaffection over a sustained period, which may be accompanied by prolonged absences from school and associated growing awareness by the pupil of his/her particular difficulties.</p> <p>The difficulties are severely impeding his/her social interaction, communication, overall personal development and well being</p> <p>The pupil is unable to build or maintain satisfactory interpersonal relationships with peers or staff.</p> <p>The pupil displays a range of 'negative' behaviours which, because of their persistence, severity and escalation are having a cumulative effect on the pupil and their wellbeing. These behaviours include the following:</p> <p>Intolerance of others; emotional detachment, lack of empathy, passivity, listlessness, lacking in self awareness, lacking in perception, feelings of isolation, friendlessness, distress, anxiety , fear, being highly emotional, self harming, feelings of inferiority, frequent mood swings,</p>	<p>There is evidence of the pupil being unhappy or stressed and/or disaffected which may lead to prolonged absences from school and associated growing awareness by the pupil of his/her particular difficulties.</p> <p>The difficulties often impede his/her social interaction, communication, overall personal development and well being</p> <p>The pupil has difficulty building or maintaining satisfactory interpersonal relationships with peers or staff.</p> <p>The pupil displays some 'negative' behaviours which are, increasingly having a cumulative effect on the pupil and their wellbeing. These behaviours include the following:</p> <p>Intolerance of others; emotional detachment, lack of empathy, passivity, listlessness, lacking in self awareness, lacking in perception, feelings of isolation, friendlessness, distress, anxiety , fear, being highly emotional, self harming, feelings of inferiority, frequent mood swings,.</p>	

AREA 4: SUPPORT AND DIRECT SPECIALIST INTERVENTION / EQUIPMENT		
HN Level 4	HN Level 3	EVIDENCE / EXAMPLES
<p>The pupil requires consistent, high level intensive support and supervision throughout the day.</p> <p>There are records showing long term patterns of extreme behaviour. Despite a high level of adult support these patterns of behaviour are preventing the pupil from participation in educational activities and keeping them isolated from their peer group</p> <p>The pupil requires a highly individualised and differentiated educational programme provided within an educational provision which has a high teacher and adult pupil ratio and where staff are experienced in working with pupil's with social emotional, behavioural and mental health needs</p>	<p>The pupil requires an intensive level of adult support and supervision throughout the school day in order to make progress and achieve successful outcomes.</p> <p>There are records showing long term patterns of extreme challenging behaviour. Without a high level of adult support these patterns of behaviour are preventing the pupil from participation in educational activities isolating him/her from the peer group</p> <p>The pupil requires a highly individualised and differentiated educational programme with significant adult support from staff readily able to support the pupil's social emotional, behavioural and mental health needs</p>	