



City of
Stoke-on-Trent

Stoke-on-Trent City Council

The Social, Emotional and Mental Health needs Guidance

Social Emotional and Mental Health Guidance

Range	Descriptor	Planning	Pupil Groups	Staffing	Differentiation	Resources
1	<p>Children may have been identified as presenting with some low level features of SEMH.</p> <p>They appear isolated, have immature social skills and are occasionally disruptive, be overactive and lack concentration.</p> <p>They may follow some, but not all, school rules and routines in the school environment.</p> <p>They may experience some difficulties with communication skills.</p> <p>They may show signs of stress, anxiety or difficulties managing emotions at times</p>	<p>A planned programme of support will be put in place.</p> <p>Progress will be measured by changes in behaviour and learning following each review. This will be shared with parents.</p> <p>Learning styles should be revisited and plans should be amended to accommodate this.</p> <p>Records will be kept to include observations and assessments of context, structured and structured time, frequency and triggers ect.</p>	<p>Pupils will continue to be in a mainstream class with attention paid to organisation and pupil groupings.</p> <p>Opportunities for small group work.</p> <p>A quiet area for Individual work or to support pupils to calm and refocus.</p> <p>Small group work to teach appropriate behaviours and emotional regulation.</p> <p>Develop a nurturing classroom environment.</p>	<p>Support and advice from the SENCO.</p> <p>Additional skilled adults to routinely support groups, observe pupils and provide 1:1 support where necessary.</p> <p>Close liaison with parents/ carers.</p> <p>Close monitoring to identify hotspots through observation with results used in planning.</p> <p>Support for times as identified by a risk assessment and strategies implemented.</p>	<p>Targeted differentiation of the curriculum and supporting materials to enable full access to learning.</p> <p>Strategies formally shared with school staff, parent/carers, and are documented.</p> <p>Increased differentiation of social, emotional and behavioural learning as well as the academic curriculum.</p> <p>Consider level, pace and complexity of given instructions.</p> <p>Planned opportunities for pupils to reinforce social and emotional skills.</p>	<p>Further use of positive targeted strategies that include;</p> <p>Further assessments.</p> <p>Observations in a range of settings with analysis and adjustments.</p> <p>Positive diaries, visual timetables or ABC Logs for example.</p>

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2	<p>Difficulties identified in range 1 continue and there has been no significant measured change despite quality first teaching.</p> <p>SEMH difficulties continue to interfere with the pupil's progress.</p> <p>Pupil is beginning to be at risk of exclusion.</p> <p>Pupil may have become socially and emotionally vulnerable which is impacting further on their learning.</p> <p>Pupil is beginning to show patterns of stress or anxiety. Pupil may have begun to experience short term behavioural issues.</p>	<p>Assessment as in range 1 plus; More detailed and targeted observation. Use and analysis of assessment tools (Boxall, strengths and Difficulties Questionnaire).</p> <p>Behaviour plans and risk assessment in place.</p> <p>Assessment of progress in response to interventions.</p> <p>Pupil's self-assessment.</p> <p>Individual provision map demonstrating that an increased range of individual support.</p> <p>Planning includes Individually focused plans.</p>	<p>In addition to the provision in range 1; Identified regular support to teach social skills and emotional literacy in order to support the behaviour learning targets.</p> <p>On-going opportunities for 1:1 support focused on specific individual targets.</p> <p>Main stream class with regular time limited programmes of small group support.</p>	<p>Additional adult under the direction of the class teacher provides sustained and targeted support.</p> <p>Increased parent/carer involvement.</p>	<p>Modify the level/ pace the amount of teacher talk to pupil's identified need.</p> <p>A nurturing approach within the classroom.</p> <p>Emphasis on increasing differentiation activities and materials.</p> <p>Regular small group work with an increasing emphasis on relationships, emotions, social skills and conflict resolution.</p>	<p>Continue with rang 1 strategies and use of behaviour targets.</p> <p>Increase visual systems, prompt cards and diaries.</p>

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3	<p>Difficulties identified at range 2 continue and there has been no significant measured change despite quality first teaching and range 1 and 2 interventions.</p> <p>SEMH difficulties more frequently with pupil's social/ learning development.</p> <p>Pupil may have experienced fixed term exclusion and more sustained difficulties in social interactions/ relationships with peers and adults including managing a range of emotions.</p> <p>Pupil's patterns of stress/anxiety have become more common.</p>	<p>Assessment as range 2 plus more systematic application of assessment tools to gain detailed evidence over time with reviews.</p> <p>Behavioural and curriculum plans closely track levels of achievement.</p> <p>All targets are individualised and SMART.</p> <p>Consideration may be given to a referral to additional agencies for additional support.</p> <p>Effective multi-agency working in place.</p>	<p>Mainstream class but working on a modified curriculum tasks with regular and consistent 1:1 support.</p> <p>Frequent opportunities for small group work based on identified need.</p>	<p>Daily access to staff on school with experience of SEMH.</p> <p>Additional adult, under the direction of the class teacher, supports pupil working on modified targets and curriculum tasks.</p> <p>Increased access to a combination of targeted individual small group and whole class activities.</p>	<p>Teaching focuses on both SEMH and curriculum outcomes throughout the school day.</p> <p>Tasks and presentation personalised for pupil's needs.</p> <p>1:1 teaching for the Introduction of new concepts with specific teaching and reinforcement of classroom routines and expectations.</p> <p>Small step targets</p> <p>Targets monitored daily with pupil.</p>	<p>Use the strategies and resources in ranges 1 and 2 with an individualised focus.</p> <p>Continue to review and resources and develop them to match the pupil's needs.</p> <p>Involve wider services such as CAMHS, Social Care, EPS ect.</p>

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4	<p>Pupil continues to present with persistent levels of SEMH difficulties which are now more frequent and which necessitate a multi-agency response.</p> <p>Pupil is more likely to have experienced fixed-term exclusion from school.</p> <p>Pupil does not have the social and emotional skills to cope in a mainstream setting without adult support.</p> <p>Significant and increasing difficulties with social interaction, communication and understanding which imp acts on classroom performance.</p> <p>Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning.</p> <p>Pupil is increasingly isolated and struggles to maintain positive relationships with adults and peers.</p>	<p>Assessment as range 3 with increased Involvement of a range of specialist professionals.</p> <p>Multi-agency work continues.</p> <p>Statutory assessment process is being considered.</p> <p>Individual educational plan, personal support plan or provision map detailing strategies and appropriate short term targets.</p> <p>Planning meetings include parents, any offsite providers and are multi-agency</p>	<p>Pupil offered 1:1 support from an adult in the mainstream environment for some of the week/day.</p> <p>Opportunities for pupil to engage in specialist provision within the mainstream environment for part of the week.</p>	<p>Daily access to staff with experience and training in meeting needs of pupils with SEMH.</p>	<p>Pupil curriculum is personalised and pupil may be disapplied from some aspects of the national curriculum.</p> <p>Activities focus on key skills and SEMH outcomes throughout the school day.</p> <p>More lessons outside mainstream timetabling with increased access to alternative specialist provisions.</p>	<p>Continue to review resources and develop them to match the pupils needs.</p> <p>Targeted intervention carefully employing a range of specialist strategies.</p> <p>Individual SEMH programme incorporating 1:1 and small group teaching.</p> <p>Specialist provision, for example a nurture group or sensory room or quiet area within the classroom, ect within mainstream may be appropriate to meet need for part of the week.</p> <p>All additional resources and exceptional arrangements are referenced in a personalised provision map.</p>

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5	<p>Increasingly persistent SEMH difficulties, often compounded by additional needs and requiring provision outside the mainstream environment, including;</p> <p>Mental Health difficulties which may include attachment issues and anxiety compounded by an undefined level of learning difficulty.</p> <p>Patterns of regular school absences.</p> <p>Disengaging from learning, significant under performance.</p> <p>Verbally and physically aggressive.</p> <p>Reliant on adult support to remain on task.</p> <p>Engaging in high risk activities both at school and within the community.</p> <p>Difficulties expressing empathy, emotionally detached could have tendency to hurt others, self or animals.</p> <p>Issues around identity and belonging.</p> <p>Needing to be in control, bullying behaviours (victim & perpetrator).</p> <p>Difficulties sustaining relationships.</p> <p>Over-friendly or withdrawn with strangers, at risk of exploitation.</p> <p>Provocative in appearance and behaviour, evidence of sexualised language or behaviours.</p> <p>Slow to develop age appropriate self-care skills due to levels of maturity or degree of learning difficulties.</p> <p>Physical, sensory and medical needs such as that require medication and regular review.</p>	<p>Assessment will be an ongoing process to determine progress in learning, and also;</p> <p>Development of social skills and empathy. Managing their own behaviour and emotions, staying safe in school and in the community.</p> <p>There will be involvement from a range of specialist professionals in place, such as CAMHS, EP, Youth Offending Service.</p> <p>Therapeutic provision</p> <p>Multi-Agency work continues, and continual assessment to feed in to the cycle of annual reviews.</p> <p>IEP, PSP, IBP, risk assessment or provision ,map detailing strategies and appropriate short term targets.</p> <p>Risk assessment will describe procedures to keep the pupil, staff peers and property safe.</p> <p>Planning meetings will include parents/carers and are multi-agency.</p>	<p>Pupil offered one to one support from an adult for some of the school day.</p> <p>There will be a greater ratio of adults to pupils and staff will have specialisms in supporting pupils who present with challenging behaviour.</p>	<p>Provision is within a mainstream setting with appropriate staff/student ratios.</p> <p>Multi-agency interventions.</p> <p>Specialist agency interventions.</p>	<p>Learning experiences address significant social, emotional and behavioural needs.</p> <p>A differentiated behaviour programme in addition to targeted support.</p> <p>Structured social skills group work/ interventions.</p> <p>Promote confidence in learning.</p> <p>Access to support from an adult who can intervene in recognising emotions and managing behaviour.</p> <p>Additional support around transition times.</p>	

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6	<p>Continuing persistent and increasing SEMH difficulties, likely to be compounded by additional needs and requiring continued provision outside of the mainstream environment.</p> <p>Significant challenging behaviour.</p> <p>Requiring a range of therapeutic interventions or referral to specialist support services.</p> <p>Unable to manage self in a group without dedicated support.</p> <p>Subject to neglect, basic needs unmet or preoccupied with acute anxiety, fear, isolation, bullying, hunger, illness, lack of sleep, controlling behaviours.</p> <p>Poor attendance.</p> <p>Refusal to engage.</p> <p>Extreme abuse towards staff and peers, wilfully disruptive.</p> <p>Damage to property.</p> <p>Sexualised language and behaviour, Identified at risk of Child Sexual Exploitation.</p> <p>Health and safety risk to self and others due to increased levels of agitation.</p>	<p>Statutory assessment process is complete and pupils has been assessed needing a specialist provision.</p> <p>Assessment will be on going to determine progress in learning, social skills, staying safe and managing own behaviour and emotions.</p> <p>IEP, PSP, IBP, risk assessment or provision map detailing strategies and appropriate short term targets.</p> <p>Risk assessment will describe procedures to keep the pupil, staff, peers and property safe.</p> <p>Planning meeting will include parents/ carers and are multi-agency.</p>	<p>Pupil is on roll at a special school.</p> <p>Pupil is offered 1:1 support from an adult for some of the school day.</p> <p>There will be a greater ratio of adults to pupils and staff will have specialism in managing pupils with challenging behaviour.</p>	<p>Multi-Agency interventions.</p> <p>Specialist agency interventions.</p>	<p>Access to personalised interventions to help the pupil regulate and reflect upon their emotions to develop resilience and reduce severity of behaviour.</p> <p>Highly structured opportunities to consolidate learning and promote confidence in the learning environment.</p> <p>Consistent adult to support the delivery of a personalised approach which ensures all necessary reasonable adjustments are identified and implemented.</p> <p>Staff have expertise in managing significant and consistent difficulties with behaviour.</p> <p>Regular multi-agency reviews as appropriate.</p>	<p>Personalised to the specific needs of the pupil.</p> <p>Advice available from specialist services</p>

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7	<p>Continued long term persistent SEMH difficulties which is impacting detrimentally on the functional capability of the pupil with possible life limiting implications necessitating a continued multi-agency response coordinated as annual, interim or emergency SEN review and met in specialist provision. Needs likely to include;</p> <p>Self-harming.</p> <p>Attempted suicide.</p> <p>Persistent substance abuse.</p> <p>Extreme sexualised language and behaviour. Sexually exploited.</p> <p>Extreme violent/ aggressive behaviour.</p> <p>Serious mental health issues.</p> <p>Long term non-attendance and disaffection.</p> <p>Regular appearance in court for anti-social behaviour.</p> <p>Puts self and others in danger.</p> <p>Frequently missing for long periods of time.</p> <p>Extreme vulnerability due to MLD/SLD.</p> <p>Medical conditions that are potentially life threatening and cannot be managed without dedicated support.</p>	<p>Statutory assessment process 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.</p> <p>Individual Education Plan, Personal support plan, Individual Behaviour Risk Assessment or Provision Map detailing strategies and appropriate short term.</p> <p>There will be a range of multi-agency involvement.</p> <p>Planning meetings to involve parents/ carers and are multi-agency.</p>	<p>Pupil is on roll at a special school.</p> <p>Pupil offered 1:1 support from an adult for some of the school day.</p> <p>There will be a greater ratio of adults to pupils and staff will specialise in managing pupils who present with challenging behaviour.</p>	<p>Provision is within a specialist environment with appropriate staff: student ratios.</p> <p>Multi-agency interventions.</p> <p>Specialist interventions.</p>	<p>Access to a personalised curriculum and intervention programme within a safe environment which includes an emphasis on helping the pupil to develop an understanding of emotions and emotional responses, in order to develop resilience and reduce severity of behaviour.</p> <p>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.</p> <p>Staff have expertise in supporting pupils who experience complex difficulties with behaviour.</p> <p>Risk assessment to minimise opportunities for severe incidents to occur.</p> <p>Regular multi-agency reviews as appropriate.</p>	<p>Personalised to the specific needs of the pupil.</p> <p>Advice available from relevant specialist services.</p>