

Section 2



Meeting the Needs of Children and Young People with SEND
(The Graduated Approach)

2.7 The Graduated Approach: Social Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

- SEND Code of Practice, sections 6.32 and 6.33

“I get really angry quickly because I feel frustrated or anxious. When this happens it helps me when I quietly talk to myself and if it’s too bad I use a time-out card.”

- Pupil from a SG secondary school

Children and young people (CYP) may experience a wide range of social and emotional difficulties which can manifest themselves in many ways. These may include becoming withdrawn or isolated, or displaying challenging behaviour. These behaviours may reflect a range of underlying issues such as anxiety or depression. Certain individuals or groups are more at risk of developing SEMH than others. These risks can relate to the child, family, community or to life events. It is important for schools and settings when identifying SEMH needs, to also identify any underlying, unmet learning need, that if not addressed can lead to a social, emotional or mental health need. We know that SEMH needs alone, can be a significant barrier to learning for some children and young people. In such cases, these children should be considered for SEND under the category of SEMH in exactly the same way that any other SEND need would be supported. It is important to remember that provision needs to meet the underlying causes of the presenting

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behaviour rather than just address the behaviour. Schools ignoring SEMH needs may run the risk of disability discrimination claims at a later date.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

- SEND Code of Practice, sections 6.21

It is important to recognise that these difficulties may reflect other underlying special educational needs or difficulties from other categories of need. Presenting 'behaviours' should always be considered as a symptom of a potential underlying need. Separating the behaviour from the child is crucial by applying a 'what's happened (or happening) to them' rather than 'what's wrong with them' approach. For example, many CYP who have experienced early life trauma may not have developed age appropriate emotional responses. Much older children may respond to emotional distress in such a way that reflects that of a younger child or toddler, for example they may experience a full body response.

Some children and young people with an SEMH presentation, many also have experienced significant Adverse Childhood Experiences (ACEs) and trauma including significant attachment difficulties or bereavement. Research into CYP with SEMH needs and Adverse Childhood Experiences (ACEs) highlights the importance of relationships and a sense of belonging as protective factors against the negative impact of trauma and adversity. CYP should feel wanted, supported and heard where unconditional positive regard is used at all times by all people.

The majority of CYP with SEMH needs will be educated in a mainstream setting, with a focus on supporting CYP to thrive in their local school community alongside their peers, who can give them a sense of belonging. Removing CYP from their classroom and peers and away from school is unlikely to provide a long-term benefit for CYP. This may provide some 'respite' for teachers but only increases a CYP's feeling of isolation, neglect and abandonment. Any such interventions should be carefully planned and considered as part of a wider strategy which involves the CYP and their family at each stage of the process. This is important as it will enable CYP and families to understand why a particular course of action is being considered. Most importantly, it enables the school to continue to support them instead of rejecting them. Any changes must be planned for within a clear rationale and reintegration plan.

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Some CYP with SEMH needs may struggle with the demands of the classroom and the expectations in school to the degree where the CYP is at a significant risk of permanent exclusion (PEX). Schools should explore all aspects of this framework and consider support from their 'SEND cluster' or High risk group (HRG) before excluding. Exclusion does not address the needs of the CYP, but simply moves the child onto another school who have to 'start from scratch' to build relationships and address underlying needs. Part of the 'South Glos way' is for schools to 'hold on to their own'.

What does good quality, universal inclusive teaching look like, for CYP with social, emotional or mental health needs?

Many of the strategies listed under other areas within this guidance, such as sections 2.4, 2.5, and 2.6 would also be helpful to support CYP with SEMH. For some, their SEMH needs may have, in part, developed from years of challenge and difficulties due to other unmet SEN, which has resulted in CYP developing coping strategies and barriers to protect themselves from further shame, humiliation and embarrassment. It is very important to assess for any unmet SEN needs for example, learning, communication and sensory needs.

In March 2020, the Educational Endowment Foundation released its guidance report on Special Educational Needs in Mainstream Schools. The report made five key recommendations which should form the benchmark for any school addressing the needs of any SEND for any CYP experiencing SEND:

- ✓ Recommendation 1: Create a positive and supportive environment for all pupils, without exception.
- ✓ Recommendation 2: Build an ongoing, holistic understanding of your pupils and their needs.
- ✓ Recommendation 3: Ensure all pupils have access to high quality teaching.
- ✓ Recommendation 4: Complement high quality teaching with carefully selected small-group and one-to-one interventions.
- ✓ Recommendation 5: Work effectively with teaching assistants.

The full report can be accessed [here](#).

Working with parents/carers and external agencies

Building strong, trusting relationships with parents/carers is central to understanding a CYP and their needs. Please refer to sections 1.8, 1.9 and 1.10 of this toolkit for further detailed guidance.

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- ✓ Develop a collaborative relationship with parents/carers (face to face, via the phone or via regular emails). Working together is the most positive and beneficial way of supporting CYP across settings. Where possible we want to mirror the strategies in place at school with strategies in place at home.
- ✓ Talk with CYP and their parents to develop a good understanding of CYP's strengths and areas of difficulty. Use this information to develop knowledge and expertise around the CYP's SEND.
- ✓ Work with families to develop an understanding of their history and significant chronological events
- ✓ If professionals have been involved, follow advice and identify strategies that meet the CYP's needs as part of the Assess, Plan, Do, Review cycle (see section 2.2)
- ✓ Plan classroom support to maximise learning and support a CYP's SEMH needs effectively.

Build an understanding of CYP and their needs

- ✓ Build on CYP's strengths and areas of interest.
- ✓ Support CYP to develop meta-cognition skills as well as developing awareness of what works for them.
- ✓ Know the barriers to learning CYP have and in which areas/subjects.
- ✓ Share appropriate CYP level information with staff such as the CYP and parent/carer voice information and the APDR cycles as part of the 'My Support Plan' (See section 6.2).
- ✓ Use praise and rewards but be aware of possible reactions to public praise. Specific praise is key when supporting a CYP, it is important that they know when they are getting things right and an explanation as to why it was right. The use of language scripts can support this.
- ✓ If appropriate, ensure advised access arrangements for tests and exams are applied for and provided.

Whole School Approaches

- ✓ Use SEND frameworks and assessment tools to help identify SEMH needs, rather than 'graduated behaviour response' systems.
- ✓ Use an agreed model of interaction e.g. PACE; Playful, Acceptance, Curious, Empathy. Access the link to Dan Hughes PACE model in guidance section 5.22. Embed good practice from SEND Clusters and the Better Behaviour project.

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- ✓ Check that the school's behaviour policy makes appropriate 'reasonable adjustments' 2010 Equality Act (section 1.6). Ensure that there is a flexible yet consistent approach to supporting CYP with SEMH needs.
- ✓ Ensure staff are trained in de-escalation strategies, such as the use of distraction, change of face, awareness of body language, facial expressions, tone of voice, safe place/person and processing time.
- ✓ Develop the skills and understanding of all staff in using strategies to reduce anxiety and improve self-regulation e.g. Emotion Coaching, Emotional Literacy, Zones of Regulation. (See section 3.10)
- ✓ Develop the understanding of all staff so that they are ACE aware, attachment aware, trauma aware. (See section 3.11)
- ✓ Respond to the needs of the CYP with appropriate social and emotional age development strategies, instead of chronological age appropriate strategies.
- ✓ Deliver evidence-based interventions that support self-awareness, self-regulation, resilience, social skills, mindfulness and effective breathing exercises.
- ✓ Training of staff in the use of SEMH assessments to identify underlying needs.
- ✓ Training and development of key staff to work closely with CYP, families, liaison with agencies, early help and specialist teams.
- ✓ All staff engage in helpful conversations with CYP when they feel calm and ready to move forward when reflecting upon incidents.
- ✓ Put systems in place to enable CYP to engage in a restorative conversation in the company of a trusted adult who can mediate for them if necessary.
- ✓ Provide consistent 'go to' staff, or a 'go to' place for CYP who require time and space to self-regulate.

Create positive and enabling environments with tailored approaches and strategies

Staff who are able to:

- ✓ Ensure CYP feel safe and supported and are able to build positive, trusting relationships so that CYP feel valued and understood. This works best when all staff involved with the CYP work hard to develop their relationship, rather than CYP becoming over-reliant on one or two key people.
- ✓ Listen, are patient and give time. staff need to feel like they are part of a team for which each team member plays a role in supporting CYP with SEMH. Staff

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know when a change of face may be needed and can access support to help them to process incidents of challenging behaviour, giving the CYP space and time to process their thoughts and feelings can help to de-escalate a situation.

- ✓ Treat CYP with unconditional positive regard, however difficult this may be at times.
- ✓ Reduce anxiety through adapting and structuring the learning and social environment as appropriate.
- ✓ Be resilient and never give up, many CYP with SEMH difficulties have experienced multiple family and relational rejections and will try and push you away to protect themselves.
- ✓ See the whole CYP - never shaming or ridiculing.
- ✓ Think 'what's happened to them?' rather than 'what's wrong with them?'
- ✓ Are aware of the underlying needs (eg. ACEs, trauma, attachment) and share ideas for strategies that work.
- ✓ Know every CYP with SEMH needs will have different triggers and antecedents, an individualised approach to supporting these children is likely to be more effective.
- ✓ Understand that humour often works well for SEMH difficulties, but be careful with the use of sarcasm.
- ✓ Recognise small achievements and positive steps.
- ✓ Establish routines and a predictable structure through a safe, organised and consistent environment.
- ✓ Use visual cues or social stories to support understanding of change.
- ✓ Support CYP for any planned changes, transitions or new experiences.
- ✓ Support CYP to understand and be able to express their thoughts and feelings.
- ✓ Apply a flexible but individually consistent approach to supporting CYP.
- ✓ Check any seating plan:
 - Group CYP flexibly for a specific purpose e.g. guided groups, collaborative learning. CYP grouped so they are able to draw on each other's strengths and skills. The use of peer support e.g. 'buddies' or 'learning partners'.
 - Be aware of social dynamics and interactions to/from others when considering classroom layout, activities and learning opportunities.
- ✓ Prompt, model and reinforce positive behaviours which are based on clear and realistic expectations.
- ✓ Explicitly model appropriate social behaviour and interaction.

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- ✓ Celebrate positive behaviours through rewards and praise so that CYP are motivated and engaged.
- ✓ Make classroom rules and expectations simple and clear.
- ✓ Establish relentless routines so that CYP know what to expect. Check there is a clear policy in place for supply teachers.
- ✓ Build in regular opportunities for CYP to experience success. Plan more of what they can be successful in recognising small achievements and positive steps.
- ✓ Provide a 'grounding' space with grounding / calming exercises / fiddle toys (within the classroom or an allocated safe space for the CYP).
- ✓ Adopt a consistent approach when talking to CYP with regular reflective sessions for staff to explore whether a more individualised approach would be more helpful. Scripts could be used when embedding a consistent approach.
- ✓ Develop opportunities to explore and manage healthy stress e.g. a new challenge with 100% success guaranteed. Explicitly model appropriate social behaviour and interaction.
- ✓ Scaffold expectations and provide CYP with explanations of decisions that are made.

Plan a relevant and ambitious curriculum

- ✓ Plan an interleaved curriculum so that CYP revisit key knowledge and skills many times until embedded in their long-term memory.
- ✓ Map out the big concepts in a subject and identify how they develop across years and key stages. For example, constructing with a class, a concept map at the beginning of a unit of work. Sharing these 'big ideas' with CYP can really help CYP see where they are in their learning and where they are going.
- ✓ Show how the 'what', 'why' and 'how' CYP are learning, links with other work in other subjects.
- ✓ Plan engaging lessons that build on CYP's strengths as learners.
- ✓ Use flexible groupings to support CYP with different needs.
- ✓ Identify what support is needed for CYP to access the curriculum.

Utilising Technology

- ✓ Plan for the effective use of ICT as an access strategy e.g. speech-supported or sign-supported software e.g. Dragon or Read Write Text Help

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- ✓ More guidance on the successful use of technology can be found in the EEF guidance report [Using Digital Technology to Improve Learning](#).

Identifying the needs of learners: Social Emotional and Mental Health Needs – Universal: All

Universal high-quality teaching that is adapted to meet the needs of individual learners at all levels of need.

Universal services involved at all levels of need as appropriate.

All children and young people (CYP) at some stage of their education may display behaviours as a result of an SEMH need. These behaviours, due to a wide variety of factors, could range from: not staying on task, seeking adult attention, seeming withdrawn, outbursts of temper or difficulties in making and maintaining friendships with their peers. Often with the right support, these behaviours are short term and it should not be assumed that the CYP has a special educational need.

What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place? Do
<p>GENERAL:</p> <ul style="list-style-type: none"> • Regular attendance issues. • Failure to make the progress expected across many areas of the curriculum. • Difficulty remaining on task in lessons. <p>SOCIAL:</p> <ul style="list-style-type: none"> • Difficulties forming and / or maintaining positive peer relationships. 	<p>Discussion with the CYP and parents/carers, to establish their views, to understand the experience of the CYP and their social and emotional needs. This should explore, Adverse Childhood Experiences (ACEs), key life events, traumatic experiences or similar. This needs to be done in a sensitive and skilful way once a positive and trusting relationship has developed with the family.</p> <p>Check:</p>	<p>Plan appropriate strategies from universal inclusive teaching as well as short term intervention and support approaches as appropriate. These may include:</p> <ul style="list-style-type: none"> - teach the CYP specific social and emotional skills - build relationships and a sense of belonging - clear systems of rewards and sanctions that are understood by CYP and staff - reinforce and model when the CYP is getting things right. ‘Catch them being good’ – regular reinforcement of positive behaviours

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place? Do
<ul style="list-style-type: none"> • Difficulties complying with boundaries, routines and requests. • Low level disruption. • Task avoidance / refusal. • Shows slow development of age appropriate social skills such as personal presentation, hygiene, self-care, eating, levels of concentration, organisation. <p>EMOTIONAL and MENTAL HEALTH</p> <ul style="list-style-type: none"> • Difficulties self-regulating. • Unable / difficulties accepting praise. • Slow development of age appropriate emotional regulation and responses e.g. High level of frustration, full body response in older children. • Low mood • Withdrawn or isolated. 	<ul style="list-style-type: none"> ▪ relevant health records including hearing and vision ▪ if in KS1, EYFS data and records ▪ attendance data ▪ seating plan; does it enhance quality teaching and learning for inclusion of CYP? ▪ the school/setting Accessibility Plan. Review how the school is: improving the physical environment, making improvements in the provision of information and increasing access to the curriculum for the CYP. ▪ school behaviour and equality policy and how 'reasonable adjustments' are made to support the CYP's needs. <ul style="list-style-type: none"> - Is the behaviour policy understood by all staff? - How consistently is it applied? 	<ul style="list-style-type: none"> - use scripted responses that are consistent and say what you want the CYP to do rather than what you don't want them to do - involve the CYP in creating their own reward system - use of choice and motivation - produce 'pen portraits' for staff so they are aware of triggers and strategies - a clear plan for the CYP which highlights the support mechanisms that are in place and ensure it is shared with all staff - a range of opportunities to develop social and emotional skills e.g. circle of friends, buddy systems - enhance quality teaching and planning for inclusion of CYP in groups e.g. seating plans, sensory needs, peer work, roles within the group, unconditional positive regard - provide opportunities to ensure the CYP feels listened to, helped to identify and express their emotions and develop their social and emotional skills

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place? Do
<ul style="list-style-type: none"> • Avoidant behaviours and/or anxiety. • Needing frequent reassurance and support. 	<ul style="list-style-type: none"> - Does it include a whole school approach for encouraging positive behaviour? - Does it expect restorative practices to be in place to address incidents between staff and CYP and between CYP? ▪ Health and safety policies and if relevant, risk assessments. - Assess and identify needs across the curriculum identify barriers to learning. Carry out a range of baseline assessments including those to consider other unmet SEND (see advice and guidance section for suggested assessments). - Monitor / shadow CYP to experience their day and identify the level of need across different contexts. - Provide opportunities for CYP to experience success, build 	<ul style="list-style-type: none"> - flexible focused small group support based on need e.g. guided group work, pre-teaching, post-teaching - access to fiddle toys, headphones, time out/refocus cards, safe space as appropriate - Ensure regular de-briefs with staff who support CYP to ensure ongoing communication about what is working well and what needs to be refined. This will also support staff well-being.

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place? Do
	<p>resilience, confidence and a positive view of self.</p> <ul style="list-style-type: none"> - Plan carefully for key transition points including providing stable staff and peer context where possible. - Carry out a 360o with other staff to review a range of data, share effective strategies and agree a consistent approach. - Provide training for staff in an attachment informed approach so they recognise the importance of relationships and are able to plan for the needs of the CYP e.g. attachment difficulties, adverse childhood experiences (ACEs), PACE, Emotion Coaching. Joint training via SEND Clusters could be a route to training and support for school staff - Review current provision. Has the CYP accessed high quality teaching across the curriculum? 	

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place? Do
	<ul style="list-style-type: none"> - Discuss concerns with SENCO - If appropriate seek advice from other agencies. Some external support may be involved at this stage to focus on early help and intervention for the CYP or family, particularly if wider family needs are identified. 	
<p>How do we track and record progress and outcomes?  Review</p> <p>Following the whole school assessment cycle, in consultation with CYP's family, there will be regular reviews of children and young people's progress and attainment, social emotional and mental health. Reviews are key to any assessment process and should be fully recorded.</p> <p>After an agreed amount of time if progress is not made through universal provision, high quality teaching that is adapted to meet the needs of individual learners, the SENCo, in discussion with parents may agree the CYP has a special educational need.</p>		

Identifying the needs of learners: Social, Emotional and Mental Health Difficulties – Targeted: Some

Universal high-quality teaching that is adapted to meet the needs of individual learners at all levels of need.

Universal services involved at all levels of need as appropriate.

Some children and young people’s (CYP) difficulties cannot be met by universal, whole school or class approaches. These difficulties are sustained over a period of time and these CYP will require a graduated approach which draws on: increasingly personalised learning, evidenced based interventions and support, information and advice from appropriate professionals and successive cycles of assess, plan, do, review. These become increasingly personalised to meet the CYP’s identified needs. SEND Clusters will support schools in meeting more complex needs of CYP identified at SEN Support; this may be at whole school, strategic level or at a CYP, individual level.

What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<p>An increase in, or persistence with, difficulties which have not been resolved through strategies and/or provision outlined in Universal:All. The intensity and frequency of the presenting behavior may increase.</p> <p>SOCIAL:</p> <ul style="list-style-type: none"> • Attention seeking, disruptive or challenging behaviours which cause frequent disruption in learning and group activities. 	<p>Ensure the checks and assessments have been carried out exploring background and ACEs – see Universal above</p> <p>Check, assess and identify any unmet SEN needs before assuming it is an SEMH need for example learning, communication and sensory needs. See Sections 2.5, 2.6, 2.8. This is to include review of curriculum access, progress and attainment as well as other learning assessments. These are needed to</p>	<p>Continue with any relevant strategies from Universal: All plus:</p> <ul style="list-style-type: none"> - adapting behaviour policy to take into account SEMH needs e.g. safe space, time out, go to person, individual response to ‘high stress’ situations and recognition that adjustments will be needed for some CYP where ‘zero tolerance’ approaches are not helpful. - Reasonable adjustments within the school day which supports meeting the

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<ul style="list-style-type: none"> Relationship difficulties, including bullying or intimidating (or victim of bullying). Unable / difficulties recognising the impact of their behaviour on others. Difficulty working co-operatively in a group with peers. Shows impulsive, risk taking behaviours / unable to keep self-safe. Increasing inability to follow instructions and routines. An increasing need to use unkind words and physical behaviours to communicate their wants, needs, thoughts and feelings. It takes a long time for the CYP to self-regulate despite adult support <p>EMOTIONAL and MENTAL HEALTH</p> <ul style="list-style-type: none"> Frequent difficulties managing own emotions. 	<p>check for any underlying learning need that is impacting upon the CYP's SEMH need.</p> <p>In discussion with family, add the CYP onto the SEN Register as SEN Support (Code K).</p> <p>SEMH Baseline measures/assessment tools should be used to assess levels and types of need. These could include:</p> <ul style="list-style-type: none"> - Thrive - Boxall profile - Strength and Difficulties questionnaire (SDQ) - Leuven Scale - Observe the CYP in situations they find difficult and those they respond well to. Capture events through a time in motion or frequency chart. Monitor the frequency of what you are seeing and analyse the data to consider number of incidents, patterns, in house consistency etc (e.g. time of day, day in week, 	<p>individual SEMH needs which were identified through assessment of the CYP and their classroom/school environment. Use analysis of high frequency data for individuals and groups to highlight needs. Consider the emotional age of the CYP as well as their chronological age to support emotionally appropriate development. This could include:</p> <ul style="list-style-type: none"> • Supervision during unstructured times. • Reduced transitions or staff changes. • Safe/calm/grounding space • A nominated key person • Small group or 1:1 sessions targeting appropriate social and emotional development. • Individual plan to 'high stress' situations and help with dysregulation.

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<ul style="list-style-type: none"> • Difficulties relating to unfamiliar people. • Low self-confidence / self esteem • Quick triggers to emotional responses /slow to calm down. • Emotional responses frequently outside of age appropriate norms. • Frequently becomes withdrawn or isolated. • Separation anxiety which is affecting ability to participate and engage in school life and their learning. • CYP is engaging in unpredictable and unhelpful behaviours to get their needs met' • Increasing frequency of low mood • Some indication of obsessive behaviours. • May lack empathy • Increased hypervigilance 	<p>subject area, structured or unstructured time). Also consider using ABCC charts during observations (antecedent, behaviour, consequences and communication).</p> <ul style="list-style-type: none"> - Assess, plan, do and review the support plan. This should be written with CYP, their family and other professionals (as appropriate) and reviewed at least three times a year. Where additional/different targeted provision is planned for, check there are clear and expected outcomes linked directly to the provision. - Use a consistent school wide approach to communicate aspiration, need, outcomes and provision to staff, for example My Support Plan (see section 6.2) Mint Seating Plan (often used by secondary schools). - A detailed support plan may include a provision map and/or personalised timetable. 	<ul style="list-style-type: none"> • Adapted timetable - targeted intervention to teach CYP self-help strategies around social and emotional awareness and regulation and good mental health. This could include: Emotional Literacy Support Assistant (ELSA), social skills groups, relaxation and mindfulness, Thrive, pupil coaching, peer mentoring, engagement work, self-regulation, emotion coaching, zones of regulation and counselling. - some CYP will need a personalised curriculum and structured activities at certain parts of the school day e.g. break time, or at a point of transition such as after lunch. - develop the skills of key staff to provide risk assessment and safety planning to support mental health needs e.g. personal safety plans for self-harm, including the relevant health professional in this process.

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<ul style="list-style-type: none"> • Low level self-harm <p>ACES:</p> <ul style="list-style-type: none"> • Pupils with 2 or more ACES and with limited protective factors in their lives at the time the ACES occurred, may need specific support for their SEMH needs. Further information can be found here. 	<ul style="list-style-type: none"> - Complete specific risk assessments, where required, to mitigate risks and keep all CYP and staff safe. - Liaison and consultation with external professionals and support services as appropriate. These could include: Educational Psychology Service, Inclusion Support Service, Education Welfare Service, Therapeutic Services, health professionals such as the school nurse, paediatricians, CAMHs and colleagues from social care. Agree how best to communicate aspiration, need, outcomes and provision to staff: - Continue to review training requirements for staff. E.g. Restorative approaches, de-escalation and positive handling, trauma awareness and self-harm. For some CYP specialist advice or training will be required to meet the needs of the CYP and joint training planned and delivered through 	<ul style="list-style-type: none"> - Develop safe spaces with appropriately trained and trusted 'go to people' for CYP to access throughout the school day. - Develop links with external professionals and build a strong 'team around the child' approach to meeting the needs of CYP.

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
	<p>SEND Clusters could be a route for training and support for staff.</p> <ul style="list-style-type: none"> - If CYP has more complex needs and if appropriate, refer CYP to SEND Cluster - Implement strategies up to agreed financial levels: AWPU plus up to a maximum of £6,000 	
<p>How do we track and record progress and outcomes?  Review</p> <p>Reviews are key to the ‘assess, plan, do, review’ process and should be fully recorded. Reviews should include specific reference to progress towards desired outcomes and targets.</p> <p>Reviews of progress should take place at least three times a year. Parents and carers should always be invited to review progress. CYP’s views should always be sought as part of the review process.</p> <p>Assess, plan, do, review support plan which should include:</p> <ul style="list-style-type: none"> ✓ Parental and CYP views ✓ Any agreed actions, record of desired outcomes, provision in place and timescale for actions and review. <p>How do we review the quality, effectiveness and impact of provision?</p> <ul style="list-style-type: none"> ✓ Discussion with CYP and their family on the progress the CYP has made towards their targets. 		

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<p> <ul style="list-style-type: none"> ✓ The effectiveness and impact of the strategies used. ✓ Where appropriate the impact of advice given by external professionals involved with the CYP. <p>If targets are not met, the strategies/resources should be adapted or the targets should be modified. A review allows for earlier decisions and actions to be revisited, refined and revised, leading to a growing understanding of the CYP's needs and of what supports them in reducing barriers to learning, making good progress and securing good outcomes.</p> <p>When reviewing progress that has been made the CYP may:</p> <ul style="list-style-type: none"> ✓ no longer need SEN provision and their needs will be met through universal provision <p>or</p> <ul style="list-style-type: none"> ✓ continue to need SEN provision as their needs cannot be met through universal provision <p>or</p> <ul style="list-style-type: none"> ✓ require more targeted personalised support <p>Golden Thread:  Aspiration  Need  Outcome  Provision</p> <p><i>Note: For the vast majority of children and young people identified at SEN Support their needs will be met, throughout their schooling, through high quality universal provision and targeted support. The cyclical process of assess, plan, do, review will become increasingly personalised drawing on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of CYP. SEN</i></p> </p>		

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<i>Clusters will support schools in meeting high needs of CYP identified at SEN Support. This may be at a whole school, strategic level or at a CYP, individual level.</i>		

Identifying the needs of learners: Social, Emotional and Mental Health Difficulties – Specialist: Few

Universal high-quality teaching that is adapted to meet the needs of individual learners at all levels of need.

Universal services involved at all levels of need as appropriate.

A **few** children and young people with social, emotional and mental health needs do not respond to universal or targeted support delivered over a sustained period of time and require more specialised intervention and provision. These CYP may have an Education, Health Care plan while others will continue to have their needs met through a specific and focused SEN Support plan.

What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<p>Even with increasingly targeted intervention and support, a few CYP will have experienced persistent and significant difficulties with their social, emotional and mental health.</p> <p>Social</p> <ul style="list-style-type: none"> - Ongoing difficulties developing the social skills required to engage in learning, stay on task and make progress. - Persistent non-compliance - look underneath the behaviours to explore 	<p>In addition to universal and targeted assessment and planning approaches a few CYP will require;</p> <ul style="list-style-type: none"> - additional specialist assessments in order to contribute to a specific and focused SEN support plan or EHCP - thorough assessments using both quantitative and qualitative measures that provide an agreed baseline from which progress can be measured. <p>This could be done through consultation and planning meetings offered by the</p>	<p>Continue with any relevant strategies from Universal: All, Targeted: Some, plus consider the following:</p> <ul style="list-style-type: none"> - Make provision for individual bespoke arrangements and reasonable adjustments, which may include alternative provision in or outside of school. - Plan and deliver training and support so staff have skills to be able to manage challenging behaviour E.g. De-escalation, distraction and calming techniques such as those

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<p>why the CYP feels unable to follow adult instructions.</p> <ul style="list-style-type: none"> - Significant and frequent unkind language or physical behaviours or sexually inappropriate behaviour towards peers and/or adults - Damages or destroys own learning and / or the learning environment. - Frequency of disrupted learning limiting progress of self or others. - Does not understand high risk situations and / or show fear or pain. - Requires a high level of adult support to develop age appropriate independent and self-care skills, such as personal presentation, hygiene, self-care, eating, levels of concentration, organization etc. - Finds it hard to manage conflict and move on from conflict with errs despite additional support. - A few CYP may need a high level of adult support to support personal 	<p>Educational Psychology Service and other professionals.</p> <ul style="list-style-type: none"> - Continue cycle of assess, plan, do, review support plan co-produced with the CYP, their family and other professionals (as appropriate) at least three times a year with agreed actions, provision and outcomes linked directly to the provision. - Use a consistent school wide approach to communicate aspiration, need, outcomes and provision to staff, for example: All about me/pupil passport/one-page profile/Mint Seating Plan - For a few CYP, a co-ordinated multi-agency plan such as My Support Plan with wider assessment (see section 6.3) will be essential and may include Social Workers, Family Support Workers, Family and Young Persons' Service (FYPS) and other community and charity groups. These CYP may require an Education, Health Care Needs assessment 	<p>delivered through 'Team Teach' and similar programmes.</p> <ul style="list-style-type: none"> - Continue to work closely with external professionals and services to develop both whole school strategies and individual support plans e.g. Educational Psychology team, Inclusion Support Team, mental health providers (e.g. Off the record), Early Help, FYPS, YOT, CAMHS etc - For the few CYP displaying this level of SEMH difficulties, there will be a need for specific, focused, specialist support to provide an appropriate programme of intervention and engagement. <p>This may include:</p> <ul style="list-style-type: none"> - Commissioning specialist interventions e.g. counselling, bereavement support, therapeutic interventions. - Seeking further input from specialist agencies which are available to

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<p>care or social interactions. Frequently 1:1 and possibly 2:1+ at times.</p> <ul style="list-style-type: none"> - Continues to feel unsafe around supportive and trusting adults. - Finds it hard to enjoy positive and trusting relationships with a range of adults and peers. Often engages in unhelpful behaviours to get their needs met. - Needs frequent additional adult support to help them self-regulate. - Unable to recognise or accept praise or value achievements of self or others. - May engage in self-harming behaviours. - Regularly feels unable to engage in a range of adult led tasks and therefore regularly engages in avoidance strategies. <p>EMOTIONAL and MENTAL HEALTH:</p>	<p>(EHCNA) of their special educational needs which may lead to an EHC plan.</p> <ul style="list-style-type: none"> - With support from external professionals and the family, establish or extend the detail of the chronology of life events for the CYP to help identify specialist support and interventions required - Continue to plan and provide bespoke arrangements to meet individual needs e.g. Significant differentiated learning activities, with carefully planned timetable for groupings and independent learning. - Extend the support from external specialist agencies or settings as required to address significant needs as a result of profound ACEs and other SEMH difficulties e.g. Therapeutic interventions - Use the resources and support available through the South Glos SEND Cluster Boards 	<p>support specific ACEs (see guidance below).</p> <ul style="list-style-type: none"> - In a small number of cases, CYP may receive an EHCP which specifies SEMH needs. In some but not all cases the plan may specify that education must be provided from a South Glos Special School or a specialist setting such as a Resource Base or Pathways Learning Centre (PLC). The South Glos LA 0-25 team are responsible for consulting and making arrangements for suitable provision with these providers and to support these settings to review EHCPs annually. - Alternative / off site provision may be needed where the level of specialist skills and experience are not available in school. This should be time limited and explicit, with a view to return to on site school provision as soon as possible

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<ul style="list-style-type: none"> - Unable to self-regulate (age appropriately) without frequent support from staff. - Frequently seeks affection and reassurance to support insecurities. - Extremely sensitive to criticism. - Very high level of skilled or specialist adult support needed to help process and express emotions. - Inability to regulate emotions even with skilled or specialist adult support. - Increasing levels of daily separation anxiety from key family members which causes on going distress for a significantly extended period throughout or beyond the separation. - Frequent and sustained hypervigilance or reactions to triggers that are not immediately obvious to key adults supporting them. - Projects extreme emotions onto adults and peers. 	<p>(see section 1.13) for strategic leadership funding or individual CYP funding (submit costed provision map)</p> <ul style="list-style-type: none"> - As with universal: all and targeted: few identify and develop the skill set of school staff with specialist training e.g. emotion coaching, attachment awareness, trauma awareness, bereavement counselling. - Liaise with the Primary or Secondary Education Inclusion Officers (EIO) for support and guidance for all CYP at high risk of permanent exclusion (PEX) (<i>accessed through Pathways Learning Centre</i>) - Bring all cases of High Risk of PEX CYP to the High Risk Group (HRG) for discussion and support. (<i>Schools with CYP at significant risk of permanent exclusion (PEX) because of identified SEMHD, should have explored all aspects of this provision framework before requesting to bring the CYP to the High Risk Group</i>) 	<ul style="list-style-type: none"> - For those students with significant and sustained SEMH needs which present as a barrier to learning, but who are managing with support without an EHCP; (e.g. Under the care of CAMHS and / or attending PLC on medical grounds) consider the long-term strategy for their ongoing support and transition to further education, employment and training. - In a very few number of cases, the SEMH needs of the CYP may be so significant that the specialist provision available locally is not able to meet needs. In these cases, a specialist panel would need to consider whether ‘out of local authority’ (OLA) provision is needed. This may include specialist residential providers nationally. It is important that expectations for parents regarding these placements are sensitively managed; as in the vast majority of

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<ul style="list-style-type: none"> - Resorts to fight, flight or freeze responses when distressed. - Frequent detachment when distressed, either shutting down or dissociating themselves from the event. - Finds it hard to be flexible to others' needs within their friendships. - Emotionally based school refusal - Display high levels of anxiety resulting in either internalising or externalising behaviours. - Periods of withdrawal become extended and sometimes dissociative. - May show signs of obsessive behaviours or inappropriate relationships with objects, food or addictive substances. - Ongoing evidence of self-harming behaviours including physical 	<p><i>(HRG) via the EIO, for discussion and further support.)</i></p> <ul style="list-style-type: none"> - Plan Do Review cycles over time involving outside professionals may indicate the CYP needs are presenting a significant barrier to their learning and progress and an EHCNA should be requested to explore how needs can be met. - For CYP with significant and ongoing mental health needs, who are supported by CAMHS, consider referral to Pathways Learning Centre for specialist provision. - In a small number of cases, CYP with significant mental health needs may require support from secure specialist services. This should be directed through the appropriate medical teams. - Implement strategies up to agreed financial levels: Universal funding (AWPU) plus up to £6,000 and any 	<p>cases it is usually in the best interests of the CYP to be supported locally.</p>

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<p>symptoms that have required a medical or mental health referral.</p> <ul style="list-style-type: none"> - Ritualistic behaviours including rocking and self-soothing. - Displays unusual behaviour around food including refusing to eat in front of others, hoarding, obsessing or stealing. - Extreme anxiety if control mechanisms, rituals or demands are ignored or removed. - Obsessive behaviours - Requires frequent specific interventions on a daily basis from a range of adults in order to make progress and address SEMH needs. - Unable to attend mainstream school as a result of significant mental health difficulties which have been identified by mental health professionals e.g. CAMHS. - A few CYP may have a number of co-presented needs, which could include 	<p>additional top up as detailed in the EHC plan</p>	

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<p>social, emotional and / or mental health, attachment difficulties, learning, communication and sensory difficulties (which could be related to ACEs when there are limited protective factors). These CYP may engage in extreme risk-taking behaviours that present a very serious risk to themselves or the safety and the education of others e.g. harmful sexualised behaviours, violence, criminal activity and / or substance misuse.</p>		
<p>How do we track and record progress and outcomes?  Review</p> <p>If there is no EHC plan continue to plan, track and record progress and outcomes through the assess, plan, do review cycle. Reviews should take place at least three times a year. Parents and carers should always be invited to review progress. CYP's views should always be sought as part of the review process. Support plans should include:</p> <ul style="list-style-type: none"> ✓ Parental and CYP views 		

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
	<ul style="list-style-type: none"> ✓ Any agreed actions, record of desired outcomes, provision in place and timescale for actions and review ✓ Collated assessment data ✓ Any external support – what was put in place and the difference it made ✓ Any agreed actions, record of desired outcomes, provision in place and timescale for actions and review <p>If targets are not met, strategies/resources should be changed or targets changed. A review allows for earlier decisions and actions to be revisited, refined and revised, leading to a growing understanding of the CYP's needs and of what supports them in making good progress and securing good outcomes.</p> <p>If a CYP has a EHCP a My Spport Plan can be used (see section 6.2). The assess, plan, do, review cycle will act as a working document an ongoing record which is updated three times a year and will include:</p> <ul style="list-style-type: none"> ✓ Record of CYP and parents' views ✓ Ongoing assessments ✓ SMART targets ✓ Record of implemented and reviewed resources and strategies ✓ Record and review of any external support ✓ Records of any completed observations or evidence that helps build a profile of the learner: strengths and barriers <p>How do we review the quality, effectiveness and impact of provision?</p>	

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What can we see? Assess	How should we respond? Plan & Do	What strategies/support can we put in place?
<p> <ul style="list-style-type: none"> ✓ Discussion with CYP and their family on the progress the CYP has made towards their targets ✓ The effectiveness and the impact of the strategies used <p>If targets are not met, strategies/resources should be changed or targets changed. A review allows for earlier decisions and actions to be revisited, refined and revised, leading to a growing understanding of the CYP's needs and of what supports them in making good progress and securing good outcomes.</p> <p>If a CYP has an EHC plan the SENCo will co-ordinate an annual review to ensure that the provision specified in the EHCP is up-to-date and relevant to the CYP's needs. Teachers and other staff will contribute to this. The CYP should be at the heart of the review and the review should be carried out in partnership with the parents/carers</p> <p>When reviewing the progress that has been made a CYP may:</p> <ul style="list-style-type: none"> ✓ no longer need such intensive, personalised SEN provision and their needs will be met through targeted and/or universal approaches <p>or</p> <ul style="list-style-type: none"> ✓ continue to need intensive, personalised SEN provision as needs cannot be met from targeted approaches <p>or</p> <ul style="list-style-type: none"> ✓ need even more intensive, personalised SEN provision <p>Golden Thread:  Aspiration  Need  Outcome  Provision</p> </p>		

Further support and guidance for SEMH

Resource	Link
<p>Adverse Childhood Experiences (ACE's)</p> <p>Useful support materials related to ACEs can be found here:</p>	<p>http://www.aces.me.uk/in-england/</p> <p>http://www.70-30.org.uk/wp-content/uploads/2017/05/Adverse-Childhood-Experiences-1-logo.png</p> <p>https://www.cssp.org/publications/docuents/Balancing-ACEs-with-HOPE-FINAL.pdf</p>
<p>Mental Health guidance for schools</p>	<p>https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf</p> <p>https://sites.southglos.gov.uk/mind-you/https://oneyou.southglos.gov.uk/stress-less/emotional-wellbeing-support/</p> <p>https://www.annafreud.org/</p> <p>https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/</p> <p>https://www.minded.org.uk/</p> <p>https://www.time-to-change.org.uk/</p> <p>https://youngminds.org.uk/</p>

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Resource	Link
Social and emotional guidance and training:	<p>Under 5 - https://pathways.nice.org.uk/pathways/social-and-emotional-wellbeing-for-children-and-young-people#path=view%3A/pathways/social-and-emotional-wellbeing-for-children-and-young-people/social-and-emotional-wellbeing-of-vulnerable-children-under-5.xml&content=view-index</p> <p>Primary age - https://pathways.nice.org.uk/pathways/social-and-emotional-wellbeing-for-children-and-young-people#path=view%3A/pathways/social-and-emotional-wellbeing-for-children-and-young-people/social-and-emotional-wellbeing-in-primary-education.xml&content=view-index</p> <p>Secondary age - https://pathways.nice.org.uk/pathways/social-and-emotional-wellbeing-for-children-and-young-people#path=view%3A/pathways/social-and-emotional-wellbeing-for-children-and-young-people/social-and-emotional-wellbeing-in-primary-education.xml&content=view-index</p> <p>https://www.nice.org.uk/Guidance/PH20</p> <p>http://advanced-training.org.uk/</p> <p>www.sendgateway.org.uk</p>
DfE guidance Behaviour and discipline in schools	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools A guide for headteachers and School Staff.pdf</p>
DfE statutory guidance Exclusion from maintained	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion Stat guidance Web version.pdf</p>

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Resource	Link
<p>schools, academies and pupil referral units in England</p>	
<p>Promoting the conditions for positive behaviour - NCSL – Philip Garner</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/334353/promoting-the-conditions-for-positive-behaviour-to-help-every-child-succeed.pdf</p>
<p>Creating a culture: How leaders can optimise behaviour – Tom Bennett</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf</p>
<p>South Gloucestershire</p>	<p>https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/advice.page?id=Sp7puUlj3Ek</p>

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Resource	Link
Medical needs policy and IHCP guidance	
Pathways Learning Centre referral form and guidance information	https://www.pathwayslearningcentre.org.uk/referral-form/ https://www.pathwayslearningcentre.org.uk/wp-content/uploads/2018/11/PLC-guidance-document-1819.pdf

Useful assessment tools that can support identification of SEMH needs are:	
Boxall Profile – A checklist framework for assessment of social, emotional and behavioural difficulties.	https://boxallprofile.org
<p>CORC</p> <p>The Child Outcomes Research Consortium (CORC) is the UK's leading membership organisation that collects and uses evidence to improve children and young people's mental health and wellbeing.</p> <p>The outcome and experience measures are intended to serve as an easily accessible resource to measure children and young people's mental health and wellbeing</p>	https://www.corc.uk.net/outcome-experience-measures/

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Useful assessment tools that can support identification of SEMH needs are:	
Strengths and Difficulties Questionnaire (SDQ) – A brief behavioural screening questionnaire for 3-16 year olds. Versions of the questionnaire are available for pupils, parents and teachers to complete.	http://www.sdqinfo.com
Emotional Literacy – A series of checklists designed to discover where pupils’ strengths and weaknesses are in the area of emotional literacy e.g. self-awareness, motivation, empathy, social skills.	https://www.elsa-support.co.uk/downloads/
Measures of Children’s Mental Health & Psychological Wellbeing – A series of simple, questionnaire based assessments that can be used to assess a range of children’s social and emotional skills, individually or in groups. Includes resilience, social behaviour and belonging. Suitable for 2 to 20 years.	https://www.gl-assessment.co.uk/
SEMHD- Where good formative assessment does not give enough diagnostic detail there are a range of commercially available assessment tools. Providers include: GL Assessment; NFER; Pearson	https://www.pearsonclinical.co.uk/Education/Education.aspx https://www.nfer.ac.uk/for-schools/free-resources-advice/

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Useful assessment tools that can support identification of SEMH needs are:	
<i>Pupil Attitude to Self & School (PASS)</i> - An all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school.	https://www.gl-assessment.co.uk/products/pupil-attitudes-to-self-and-school-pass/
Revised Children's Anxiety and Depression Scale (R-CADS) – A series of questionnaires that measure the reported frequency of symptoms of anxiety and low mood, including separation anxiety, social phobia, panic, obsessive compulsion and low mood.	https://www.corc.uk.net/outcome-experience-measures/revised-childrens-anxiety-and-depression-scale-and-subscales/
SERAF – Sexual Exploitation Risk Assessment Form	http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/child-exploitation/
<p>Spectrum database</p> <p>Social, Psychological, Emotional, Concepts of Self and Resilience outcomes: Understanding and Measurement (SPECTRUM)</p> <p>The project includes assessments for the following:</p> <p>Motivation, goal orientation and perseverance</p>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluating-projects/measuring-essential-skills/

Useful assessment tools that can support identification of SEMH needs are:

How children and adolescents think, feel and behave in relation to pursuing goals. This includes how capable and engaged they feel, and their attitude and sense of control when faced with challenges or setbacks.

Emotional Intelligence

Ability to identify and monitor emotions. This includes skill in being aware of others' emotions and using this to build good relationships, and using emotional information to guide one's thinking and behaviour.

Social and Emotional Competence

Emotional regulation, self-control, relationship and skills, and using these skills to make responsible decisions.

Mental health and wellbeing

The extent to which children and adolescents feel happy, connected to others, confident, and able and willing to grow and learn. This does not include mental health difficulties (recent measure reviews have been done).

Resilience and coping

The ability to deal with difficulties, adversities and risks, and how well children and young people can identify and use support (e.g. from parents or the community).

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Useful assessment tools that can support identification of SEMH needs are:

Perceptions of Self

How an individual identifies themselves, specifically in relation to self-concept (e.g. what are they good or capable at), ideal self (e.g. what are they capable of becoming), and self-esteem (e.g. the gap between the two).

Metacognition

The ability to think, plan and monitor one's own learning, including planning, and evaluating performance in relation to academic progress.

Other key assessment tools that can support identification of need are:

The following checklists from Teaching for Neurodiversity can support teachers identify the needs of CYP who are achieving below the expected level in the classroom. They are not diagnostic tools but can support schools and settings in building a profile of the learner who may have a Special Education Need.

- Early Years : http://www.thedyslexia-spldtrust.org.uk/media/downloads/94-primary-combined-checklist_eyfs.pdf
- Primary: http://www.thedyslexia-spldtrust.org.uk/media/downloads/95-primary-combined-checklist_primary.pdf
- Secondary: <http://www.thedyslexia-spldtrust.org.uk/media/downloads/115-secondary-combined-checklist-secondary-paper-based.pdf>
- Post 16: <http://www.thedyslexia-spldtrust.org.uk/media/downloads/107-post-16-neurodiversity-spld-checklist-post-16-paper-based.pdf>

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- Electronic all stages: <http://www.thedyslexia-spldtrust.org.uk/4/resources/2/schools-and-local-authorities/387/teaching-for-neurodiversity-resources-ndash-engaging-learners-with-send/>