| **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 classroomUniversal  | 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 dataQualitative 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 plusTargeted / 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 plusPersonalised | * 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.
 |