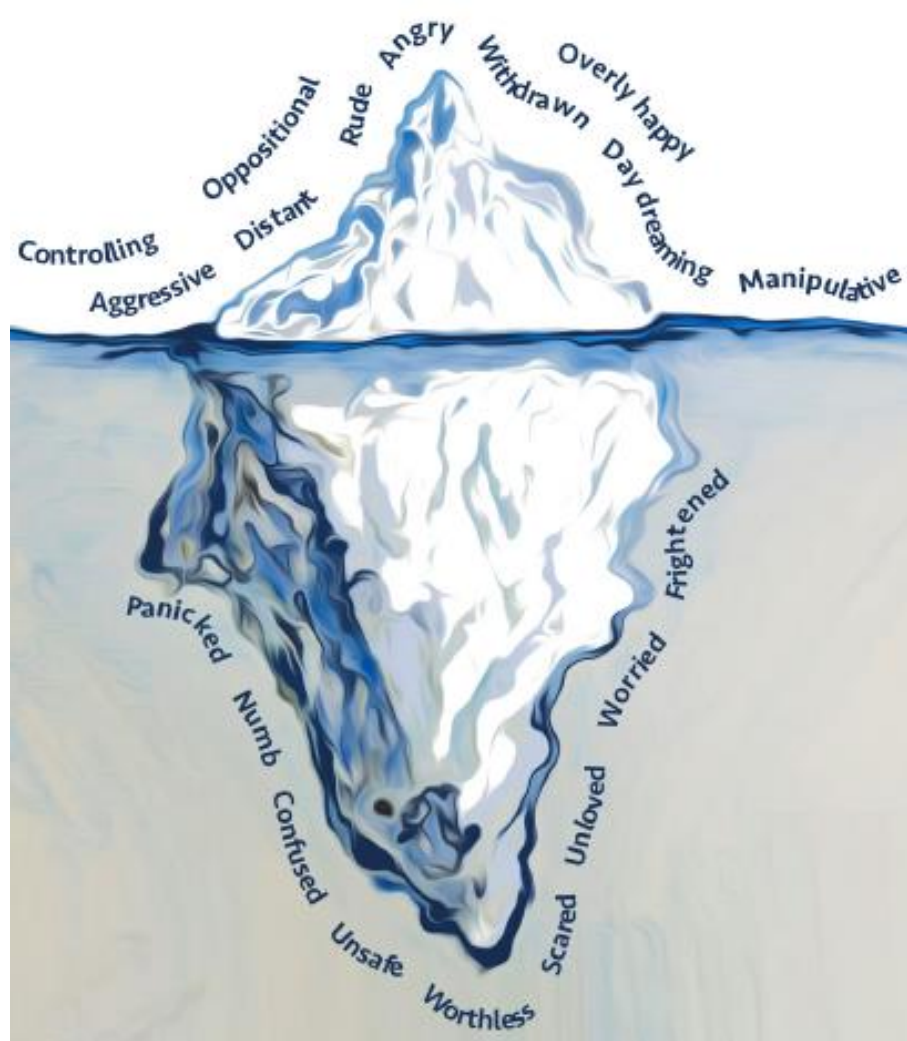


Kingswood Social, Emotional & Mental Health (SEMH) Pathway

Definition:

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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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. (SEND Code of Practice, 2015)

Such difficulties can manifest in many different ways, as illustrated below.



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The following SEMH Pathway details our process for responding to children who may present with difficulties at school, which fall into this area of need and impact on their own or other children's learning and development.

Whole School Approach

- A safe environment in which all pupils are supported to achieve their potential, academic and social, and are provided with support to overcome any barriers to learning they may face
- Clear and consistently implemented Code of Conduct (Golden Rules)
- Whole school behaviour policy based on the principles of positive behaviour management, where, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong
- Restorative approach used when dealing with behaviour
- Whole school and class reward systems (regular and targeted positive praise, star of the week, house points, 'wow' moments, regular opportunities to share and celebrate achievements)

Parent/school identify a concern

Class Teacher meets with parent and child (if appropriate)

Concerns Alleviated
Monitor/no further action

Cause for Concern

Wave 1: High Quality Teaching & Personalised Learning

Strategies may include...

- Individual reward systems
- Movement/sensory/brain breaks
- Chunking of tasks
- Visual strategies e.g. task boards, now/next boards, timetables
- Personalised nurture strategies e.g. 'wondering aloud', I statements, co-regulation
- 'Bucket of Sunshine', proud tin, 'caught you being good' box etc.
- Worry box/Worry Monster
- Concentration screen
- Individual workstations
- Opportunities to talk to identified members of staff (talk bubbles)
- Teachers reflect on own practice and learning environment

Concerns Alleviated
Monitor/no further action

Cause for Concern
Teacher to complete SEND
initial concern form

Wave 2: Assessment & Planning

Possible actions may include...

- SENCo to observe child and identify barriers to learning or possible triggers
- Solution focused SEMH/behaviour plan
- Follow up meeting with class teacher and SENCo if appropriate to discuss any potential triggers or significant events/changes and action plan
- Track behaviours using ABC record system
- Signposting to universal services within the community

Possible strategies/interventions may include...

- 'Check ins' with identified adult or learning mentor
- Nurture groups (Time to Talk, Circle of Friends etc.)
- Structured play opportunities/playground leaders
- Flexible timetabling/meet & greet/'check in' sessions with class teacher or TA

Concerns Alleviated
Monitor/no further action

Partial Progress
Amend provision and
continue with small steps
targets

Limited Progress
Increase *Graduated
Response*

Wave 3: Targeted Intervention

Possible actions/interventions may include...

- Cognitive Behavioral approaches (e.g. Anxiety Gremlin, Coping Cat, Think Good Feel Good, Anger Gremlin)
- Drawing and Talking
- ELSA (Emotional Literacy Support Programme)
- Social skills programmes (Talkabout)
- Referral to STIPS (Specialist Teachers for Inclusive Practice) Behaviour Support Service
- Referral to CAMHS
- Advice sought from EP (Educational Psychologist)