Provision Expected at SEN Support (PEaSS)

Social, Emotional and Mental Health (SEMH)

'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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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.' (SENDCoP, 2015, 6.32 p.98)

- Have a supportive ethos and environment which promotes respect and values diversity

- Implement a whole setting approach eg PATHS, Nurturing Schools, Mentally Healthy Schools and help pupils explain, understand and find ways to manage their emotions through explicit teaching, modelling and reinforcement

- Enable student voice to influence decisions

Environment

- Have clear classroom routines and explicit expectations for behaviour and work

- Display classroom rules and routines for pupils to refer to and use visual prompts as reminders

- Provide structure, organisation and predictability in the classroom environment

- Provide visual support prompts eg for 'Five things to do if you are stuck with your work'

- Allow access to an identified quiet or 'calm-down' space

- Identify need and monitor impact of interventions eg SDQ, Boxall profile

- Consider advice from Educational Psychology and Specialist Support (EPSS) or alternative provider

- Consider a School 2 School Support (S2S) referral for advice, support and/or training

Suggested whole-school approaches:

- Have a clear policy, consistently applied, to manage behaviour positively

- Consider 'Norfolk Steps' training to support early intervention and help manage complex or challenging behaviour

- Provide appropriate training about SEMH and mental health to ensure staff confidence

- Staff development to support their own wellbeing and that of students

- Have effective pastoral systems which support emerging difficulties at an early stage

- Identify a lead professional for mental health eg Mental Health Champion

Suggested SEND support strategies in the classroom:

Relationships and communication

- Create a 'one-page profile' involving parents/carers and the pupil in identifying how best to support

- Plan targeted opportunities to build positive relationships with the pupil

- Seat pupil by a more confident or settled peer or 'buddy'

- Identify a key person to talk about worries and support with problem solving

Social and emotional learning

- Model, coach and reinforce skills for collaborative group work

- Build pupil self-confidence by finding out what they know about or are good at, and celebrating this

- Teach pupil-specific behavioural skills eg how to ask for help

- Give them a responsibility or special role to increase self-esteem

Suggestions for the SENDCo:

- Plan targeted support and seek advice from external providers, including referrals to appropriate services

- Continue the cycle of support (assess, plan, do, review) while specialist advice is sought

- Consider outreach advice and support from an appropriate Specialist Resource Base (SRB)

- Consider calling the Inclusion Helpline for advice 01603 307736 or email inclusionteam@norfolk.gov.uk

- For details of all mental health services for children and young people in Norfolk and Waveney: www.justonenorfolk.nhs.uk/ 0300 300 123

- Consider Point 1, Starfish or Children and Adolescent Mental Health Services CAMHS

- Curriculum teaching and learning (RSHE, SMSC, Citizenship etc) to promote SEMH

- Work with and support parents and carers eg support groups, coffee mornings, signposting key support services

- Encourage multi-agency working to ensure effective support for families eg Parent Support Adviser, Family Support Process

Teaching

- Set tasks with clear goals, outputs and timescales for completion

- Use short, clear instructions; recap and reinforce these during lessons. Make tasks short, with frequent breaks and opportunities to move around

- Provide 'scaffolding' in the form of writing frames, word mats, relevant classroom displays, access to technology

- Remind them of a rule or expectation, rather than 'telling them off.' Label the behaviour, not the learner. Say what you want them to do, rather than what you don't

- Make an effort to 'catch them being good' and praise. Use private signal system to let the pupil know when they are off task or behaving inappropriately

- Consider small group or individual support eg Nurture provision, ELSA, Benjamin Foundation

- Consider whether multi-agency support for the family would be helpful eg FSP, Early Help

- Give them responsibilities to raise confidence and self-esteem