

Waved Approach for SEMH

Wave 1

We define Pastoral Care as the ethos through which our pupils develop and learn to their optimum potential. We provide the opportunity for every pupil to develop into responsible, self-aware, confident, and capable young people equipped to cope with the challenges of the 21st century. Our school believe that Pastoral Care must form the basis of, and permeate, all aspects of the curriculum. As part of our offer, we will:

- Ensure quality and purposeful PSHE lessons are taught in all year groups.
- Clear teaching/modelling of the use of core school values will underpin learning.
 - Small group nurture may happen within classrooms to support a child/children's development.
 - 1:1 nurture may be offered where appropriate.

Staff will record any children requiring support at this level on CPOMs, and discuss with the DSL/Safeguarding Team.

Wave 2

Children at this stage may need more formalised support, and require 1:1 support or a social/well-being group. This will be delivered by a TA with relevant training.

Children will be assessed with an SDQ (Strength and Difficulties Questionnaire) to highlight the level of need and focus areas.

If need be, Target Ladders will be used to develop targets and intervention groups.

Children may have a One Page Profile. Early Help may support families at this time.

Wave 3

On occasion we may need to further support for children in this category.

As part of our offer, we might:

- Allocate time for a child to see our Pastoral Leader.
- Make a referral to CAMHS (this may be needed earlier and will be completed if this is the case).
 - Offer support via a Play Therapist.
- Work with families via Earlier Help or make relevant referrals to Family Support.

The Pastoral Leader/SENDCo will oversee this level, monitor and evaluate impact, and report back to the Head teacher.

Senior Leaders will be aware of any children experiencing SEMH difficulties.

Through Early Help, families and children will be offered support.

This might include: Coming into school earlier.

- ❖ Children being given special roles and responsibilities.
- ❖ Monitoring and evaluation of class-based provision, by the SEMH Specialist Teacher.
- ❖ Bespoke support for Teachers/TAs from the SEMH Lead.

Children's progress within this level of support will be tracked and assessed through SDQs.

Baseline assessments will be undertaken at the beginning and end of intervention.

From the Intervention Tracker sheets, leaders of support will evaluate impact and feedback.