

SEN Provision Map – Social, Mental and Emotional Health (SMEH)

Universal Provision – Wave 1: Vulnerable Learners			
Assess	Plan	Do	Review
<p>Behavioural difficulties persist and/or increase, e.g. frequent low-level disruption, more severe behaviours and defiance, indications of disaffection, issues with peer relationships, social isolation, aggression, poor attendance.</p> <p>Behaviours are not responsive to school behaviour management strategies.</p> <p>Serious incidents begin to form a pattern as identified through analysis of behavioural and attendance data in SIMs - target behaviours and barriers to learning identified.</p> <p>Progression through staged behaviour system.</p> <p>Structured conversations with parents to establish any causal factors, e.g. history of need, family situation, and environmental factors.</p> <p>Pastoral interview with student to identify issues.</p> <p>Consideration of academic progress, attainment data and the impact of any learning difficulties and SEN to identify any causal factors.</p> <p>This category includes those students identified with SEN who are making good progress and achieving expected attainment, key skills, attendance and behaviour outcomes with wave 1 provision. Their needs are identified for staff to allow for differentiated planning and use of appropriate access strategies within the curriculum. Their progress is monitored by SENCO through half-termly tracking.</p>	<p>Analysis of behaviour, attendance and academic data to ensure that teaching groups are appropriate.</p> <p>Consideration of social skills and peer relationships.</p> <p>Behaviour management processes differentiated by subject teachers according to student need and data analysis.</p> <p>Restorative approaches used to agree targets with students.</p> <p>Joint planning and consultation with the Teaching Assistant (where appropriate).</p> <p>Joint planning with HoF and/or YL where appropriate.</p>	<p>Whole school behaviour management policy consistently applied including agreed expectations, seating plans and classroom routines.</p> <p>Hierarchy of school sanctions and interventions applied consistently through the staged behaviour system.</p> <p>Rewards system based on recognition and a celebration of achievements through positive recognition points.</p> <p>Differentiated behaviour management strategies in place, e.g. individual target setting, restorative justice.</p> <p>Routine implementation of de-escalation and conflict resolution strategies.</p> <p>Clear system of classroom consequences in place (C1, C2 at classroom level and C3 for pastoral intervention/removal from lessons).</p> <p>Explicit teacher modelling of social skills and expectations with targeted verbal or written feedback where appropriate.</p> <p>Implementation of anti-bullying policy.</p> <p>Tutor time programme which focusses on literacy, SMSC, numeracy and British Values at the end of the school day.</p> <p>Targeted enrichment opportunities to build self-esteem and social skills.</p> <p>Conduct Card strategy to support positive and negative behaviour during unstructured times</p> <p>Pastoral support targeted to promote resilience and a sense of 'belonging' to school and school staff.</p> <p>Pastoral monitoring and lesson drop-ins.</p> <p>Pastoral 'pick ups' to promote restorative approaches and daily debriefing.</p> <p>Fortnightly 'Character' lessons which develop personal qualities and aspirations- promotion of school values of positivity, ambition, resilience, thoughtfulness.</p>	<p>Fortnightly pastoral reviews of behaviour and attendance data to identify emerging issues and plan early interventions – YL.</p> <p>YL mentoring and dialogue with students with an emphasis on restorative approaches.</p> <p>Faculty monitoring of behaviour data to assess the impact of behaviour management approaches.</p> <p>Teacher dialogue through verbal and written feedback with students, mediated by TAs where appropriate.</p> <p>Structured conversations with parents where appropriate.</p> <p>YL monitoring of 'effort' grade at half-termly assessment points.</p> <p>Referral to SENCO if concerns persist or worsen.</p>
Targeted Provision and additional school resources - Wave 2: SEN Support			
Assess	Plan	Do	Review
<p>Medical diagnosis of ADHD, ADD, ODD, anxiety or mental health difficulties from CAMHs or Community Paediatricians.</p> <p>Concerns persist or worsen despite the application of alternative strategies and interventions which do not impact on progress – SENCO consult.</p> <p>SENCO to coordinate additional diagnostic assessments and evidence-based tools to establish conduct disorders or mental health difficulties, e.g. Strengths and Difficulties Questionnaire (SDQ), Connor's Rating Scales, Social and Communication Observation</p>	<p>Access strategies to inform teacher planning and SEN provision.</p> <p>Teacher dialogue with students to ensure that they are involved in the planning process.</p> <p>Reference to 'Barriers to Learning' document to focus on problem behaviours.</p> <p>Joint planning and consultation with the Teaching Assistant (where appropriate).</p> <p>Joint planning with</p>	<p>Reference to SEN Access Strategies to allow more highly differentiated planning and inclusive teaching.</p> <p>Reference to 'Barriers to Learning' document to focus on problem behaviours related to ADHD/conduct disorders and more highly differentiated behaviour management strategies.</p> <p>Enhanced pastoral support, mentoring and motivational input from YL in a keyworker role.</p> <p>Access to Youth Worker through HSiS.</p> <p>SENCO consult with School Nurse for sign-posting to other agencies.</p> <p>Deployment of in-class TA support to allow targeted</p>	<p>Half-termly faculty monitoring of behaviour data to inform subject teacher interventions and behaviour management planning.</p> <p>Termly attendance and behaviour progress reviews with SLT/Pastoral Leaders and SENCO to identify interventions, additional resources and coordinate provision.</p> <p>Student and parent structured conversations with SENCO on progress and input into support plan.</p> <p>Review of progress with TA following each</p>

During KS2 -3 transition, students are identified as SEN Support by the feeder primary schools. A 'transition cohort' is identified as an interim measure until whole-school assessment and screening is completed by October. Placement on the academy SEN register then follows the identified criteria.

Ms Weekes, SENCO September 2018

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<p>Checklist, Boxall Profile, Resiliency Scales, mental health screening. Results may indicate a referral to health for diagnosis.</p> <p>YL/SENCO/Safeguarding Officer/ESW to consider using the 'SMEH Student Profile' to focus on protective and risk factors to inform planning.</p> <p>HoY/SENCO/Safeguarding Officer to consider the completion of the Common Assessment framework (CAF) to assess unmet family and environmental needs and identify appropriate outside agencies through a Gateway referral.</p> <p>Referral to EP for specialist assessment.</p> <p>CAMHs consult with Primary Mental Health team.</p>	<p>SENCO/YL/Safeguarding Officer/ESW where appropriate.</p> <p>Implementation of Person-Centred Plans for students with complex needs and multiple vulnerabilities. Plans to incorporate specialist advice, e.g. CAMHs, EP, Community Paediatricians.</p> <p>SENCO/YL/Safeguarding Officer participates in multi-agency planning with Health, Social Care and outside agencies to remove barriers to participation in school. School-based Additional Support Plan (ASP) agreed with costed provision.</p> <p>Consideration of a self-harm management plan.</p> <p>Consideration of a risk management plan – discussion with Deputy Headteacher.</p> <p>SENCO to explore Local Offer with parents to identify appropriate services that can meet needs.</p>	<p>intervention.</p> <p>EP led training session to feedback on assessment and agree strategies.</p> <p>Enhanced SENCO-led transition for Year 7 students.</p> <p>SENCO guidance on choosing options for KS4 courses.</p> <p>SENCO to act in keyworker role to refer to outside agencies.</p> <p>Consideration of a 6 week placement at WRAP for targeted social and personal development work.</p> <p>Consideration of a Managed Move to enable a fresh start in an alternative school.</p>	<p>assessment point in order to modify in-class support.</p> <p>Multi-agency reviews with outside agencies, e.g. LAC reviews, core groups, CIN and TAF meetings.</p> <p>ASP review – consider eligibility to request an assessment.</p>
Personalised Provision and additional school resources – Wave 3: EHC Plan/Statemented			
Assess	Plan	Do	Review
<p>Students who have undergone a statutory assessment and have a statement of SEN/EHC Plan for 'Social, Mental and Emotional Health'.</p> <p>Statutory assessment initiated in the event of the failure of SEN Support strategies to effect 'adequate progress' which might then indicate a need for a change of provision.</p>	<p>EHC Plan/statement used to generate a Person-Centred Plan with the student and parents. Plans to incorporate specialist advice, e.g. CAMHs, EP, Community Paediatricians</p> <p>Teacher dialogue with students to ensure that they are involved in the planning process.</p> <p>Joint planning and consultation with the Teaching Assistant in a keyworker role.</p> <p>Joint planning with SENCO/Asst HoY where appropriate.</p> <p>SENCO/YL/Safeguarding Officer participates in multi-agency planning with Health, Social Care and outside agencies to remove barriers to participation in school.</p>	<p>Deployment of TA support in a key worker role to work closely with parents and attend multi-agency meetings.</p> <p>Withdrawal for small-group work which is time-limited and minimises time out of lessons.</p> <p>Specialist programmes delivered by TAs based on advice from outside agencies.</p> <p>SENCO guidance on choosing options for KS4 courses.</p> <p>Enhanced SENCO-led transition for Year 7 students.</p>	<p>Half-termly faculty monitoring of behaviour data to inform subject teacher interventions and behaviour management planning.</p> <p>Termly attendance and behaviour progress reviews with SLT/Pastoral Leaders and SENCO to identify interventions, additional resources and coordinate provision.</p> <p>Student and parent structured conversations with SENCO on progress and input into support plan.</p> <p>Review of progress with TA following each assessment point in order to modify in-class support.</p> <p>Annual person-centred review with a particular focus on transition points and aspirations.</p> <p>Multi-agency reviews with outside agencies, e.g. LAC reviews, core groups, CIN and TAF meetings.</p>

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