**Social, Emotional & Mental Health: A Graduated Response Guidance Toolkit**



**5 to 16 Years**

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**The Special Educational Needs & Disability Code of Practice: 0 – 25 Years (2015)**

In developing this guidance, consideration has been given to the principles and processes outlined in “The Special Educational Needs and Disability Code of Practice: 0 -25 Years (2015)”. This is a key document that should be used as a reference in supporting and developing provision for children and young people (CYP) identified as having a Special Educational Need or Disability (SEND).

“Class and subject teachers, supported by the senior leadership team (SLT), should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

* Is significantly slower than that of their peers starting from the same baseline
* Fails to match or better the child’s previous rate of progress
* Fails to close the attainment gap between the child and their peers
* Widens the attainment gap” – ***CoP 6.17***

“It can include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.” – ***CoP 6.18***

“The first response to such progress should be **high quality teaching (HQT)** targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil’s response to such support can help identify their particular Needs” – ***CoP 6.19***

**Social, Emotional & Mental Health (SEMH)**

**The SEND Code of Practice 0-25 years (2015), describes SEMH as:**

 **6.32** 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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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.

**6.33** 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.

Previous Code of Practice referred to children with behaviour, emotional and social needs but this has now changed to SEMH to recognise that **behaviour is not a cause but a function of underlying needs** and this is one of the most significant changes in the new Code of Practice:

**6.21** Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

**6.59** Schools may involve specialists **at any point to advise** them on early identification of SEN and effective support and interventions. A **school should always involve a specialist where a pupil continues to make little or no progress** **or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered** by appropriately trained staff.

**Defined Areas of Need for Social, Emotional & Mental Health**

\****Autistic Spectrum Disorder & Foetal Alcohol Spectrum Disorder are not a primary SEMH need but may be a secondary need***

**What Is A Graduated Response?**

**‘Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place.** **This SEND support should take the form of a four-part cycle of Assess, Plan, Do, Review (APDR) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.’ – CoP *6.44***

**Review**

**Do**

**Plan**

**Assess**

More frequent reviews

More detailed & specialist approaches

Growing understanding of what approaches secure better outcomes

Growing understanding of effective support

Growing understanding of Pupil needs

Growing understanding of what teaching approaches work

**REVISIT**

**REFINE**

**REFRESH**

**REVISE**

**The Graduated Response**

**Begins With A ‘Whole School Approach’ To Inclusion**

**Some Children &**

**Young People**



**Targeted Support**

**SENDCo Involved**

**Universal**

**Whole School**

**High Quality Teaching**

**All Children &Young**

**Universal**

**Whole School**

**High Quality Teaching**

**Targeted Support**

 **SENDCo Involved**

**Universal**

**Whole School**

 **High Quality Teaching**

**A Few Children &Young People**

****

**Very Few Children &Young People**

**Universal**

**Whole School**

**High Quality Teaching**

**Targeted Support**

**SENDCo Involved**

**Specialist Support Tier 1**

**Outside Agency Involved**

**Specialist Support Tier 2**

**Further/Additional Specialist Support**

**Specialist Support Tier 1**

**Outside Agency Involved**

**A Graduated Response Flowchart**

**YES**

**NO**

Begin Targeted Response, ensuring that parent/carer & CYP are fully involved. Place CYP on SEND register at code K. [See Targeted Response Section.](#TargetedResponse)

**Needs reduce or are maintained following APDR?**

**YES**

Continue with [Targeted support](#TargetedResponse) & consider return to [Universal support](#UniversalResponse) and the Whole School Approach

**NO**

Continue with [Targeted Response](#TargetedResponse) or consider escalation to [Specialist Tier 1 Response](#SpecialistTier1Response), ensuring that parent/carer & CYP are fully involved.

**Needs reduce or are maintained following APDR?**

**YES**

Continue with Specialist Tier 1 / Targeted or return to Universal support and the Whole School Approach

Begin [Specialist Tier 1 Response](#SpecialistTier1Response) ensuring that parent/carer & CYP are fully involved.

**Needs reduce or are maintained following APDR?**

**YES**

**NO**

Continue with [Specialist Tier 1 Response](#SpecialistTier1Response) or consider escalation to [Specialist Tier 2 Response](#SpecialistTier2Response) & possible EHCP, ensuring that parent/carer & CYP are fully involved.

**Needs reduce or are maintained following APDR?**

Teacher identifies an emerging SEMH need. Teacher looks at other barriers to learning, **including current accurate attainment levels, hearing & vision checks**. Teacher ensures HQT is adapted to meet the needs of the CYP who is struggling to cope with the day to day challenges of school. Teacher engages with parent/carer and CYP to gather views and other pertinent information. **Have all other possible barriers to learning been explored?** [**See Universal Response Section**](#UniversalResponse)

**NO**

Explore potential barriers to learning **–** [**See Universal Response Section**](#UniversalResponse)

**YES**

Teacher ensures that they are following the whole school & the Whole Class approach for behaviour and use strategies and approaches from [**Universal Response Section.**](#UniversalResponse)

**Needs reduce or are maintained following APDR?**

**YES**

Continue with Universal support and the Whole School Approach

**NO**

Teacher raises concerns with SENDCo and consider escalation to [**Targeted Response**](#TargetedResponse) **following APDR**

Continue with Universal support and the Whole School Approach

**NO**

**What Does High Quality, Universal Inclusive Teaching Look Like?**

For some CYP their SEMH needs may have, in part, developed from years of challenge and difficulties due to other unmet SEND, which has resulted in developing coping strategies and barriers to protect themselves from further shame, humiliation and embarrassment. It is very important to assess for any unmet SEND needs for example, learning, communication and sensory needs.

In March 2020, the Educational Endowment Foundation released its guidance report on Special Educational Needs in Mainstream Schools. The report made five key recommendations which should form the benchmark for any school addressing the needs of any SEND for any CYP experiencing SEND:

* Recommendation 1: Create a positive and supportive environment for all pupils, without exception.
* Recommendation 2: Build an ongoing, holistic understanding of your pupils and their needs.
* Recommendation 3: Ensure all pupils have access to high quality teaching.
* Recommendation 4: Complement high quality teaching with carefully selected small-group and one-to-one interventions.
* Recommendation 5: Work effectively with teaching assistants.

The full report can be accessed [HERE](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1635355222) .

**Working with parents/carers and external agencies**

Building strong, trusting relationships with parents/carers is central to understanding a CYP and their needs.

* Develop a collaborative relationship with parents/carers (face to face, via the phone or via regular emails). Working together is the most positive and beneficial way of supporting CYP across settings. Where possible we want to mirror the strategies in place at school with strategies in place at home.

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* Talk with CYP and their parents to develop a good understanding of CYP’s strengths and areas of difficulty. Use this information to develop knowledge and expertise around the CYP’s SEND.
* Work with families to develop an understanding of their history and significant chronological events.
* If professionals have been involved, follow advice and identify strategies that meet the CYP’s needs as part of the Assess, Plan, Do, Review cycle.
* Plan classroom support to maximise learning and support a CYP’s SEMH needs effectively.

**Build an understanding of CYP and their needs**

* Build on CYP’s strengths and areas of interest.
* Support CYP to develop meta-cognition skills as well as developing awareness of what works for them.
* Know the barriers to learning CYP have and in which areas/subjects.
* Share appropriate CYP level information with staff such as the CYP and parent/carer voice information and the APDR cycles as part of the ‘My Support Plan’.
* Use praise and rewards but be aware of possible reactions to public praise. Specific praise is key when supporting a CYP, it is important that they know when they are getting things right and an explanation as to why it was right. The use of language scripts can support this.
* If appropriate, ensure advised access arrangements for tests and exams are applied for and provided.

**Whole School Approaches**

* Develop a Trauma Informed approach to behaviour and inclusion by adopting a Therapeutic Behaviour Policy. A further explanation can be found here: [Therapeutic-Approaches-to-Learning-Behaviour.pdf (therga.org.uk)](http://therga.org.uk/wp-content/uploads/2019/06/Therapeutic-Approaches-to-Learning-Behaviour.pdf)
* Use SEND frameworks and assessment tools to help identify SEMH needs, rather than ‘graduated behaviour/sanction response’ systems.
* Use an agreed model of interaction e.g. PACE; Playful, Acceptance, Curious, Empathy – [PACE Dan Hughes](https://ddpnetwork.org/about-ddp/meant-pace/)
* Embed good practice from SEND Clusters Groups, SEMH Champions & SENDCo Forum.
* Check that the school’s behaviour policy makes appropriate ‘reasonable adjustments’ 2010 Equality Act. Ensure that there is a flexible yet consistent approach to supporting CYP with SEMH needs.
* Ensure staff are trained in de-escalation strategies, such as the use of distraction, change of face, awareness of body language, facial expressions, tone of voice, safe place/person and processing time.
* Develop the skills and understanding of all staff in using strategies to reduce anxiety and improve self-regulation e.g. Emotion Coaching, Emotional Literacy, Zones of Regulation, Incredible 5 Point Scale.
* Develop the understanding of all staff so that they are ACE aware, attachment aware, trauma aware & FASD aware.
* Respond to the needs of the CYP with appropriate social and emotional age development strategies, instead of chronological age appropriate strategies – ‘STAGE NOT AGE’.
* Deliver evidence-based interventions that support self-awareness, self-regulation, resilience, social skills, mindfulness and effective breathing exercises.
* Training of staff in the use of SEMH assessments to identify underlying needs.
* Training and development of key staff to work closely with CYP, families, liaison with agencies, early help and specialist teams.
* All staff engage in helpful conversations with CYP when they feel calm and ready to move forward when reflecting upon incidents.
* Put systems in place to enable CYP to engage in a restorative conversation in the company of a trusted adult who can mediate for them if necessary.
* Provide consistent ‘go to’ staff, or a ‘go to’ place for CYP who require time and space to self-regulate.
* Ensure that staff are ‘emotionally available’ for all CYP.

**Create positive and enabling environments with flexible and adapted approaches and strategies**

Staff who are able to:

* Teach Social and Emotional skills explicitly - [Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel)
* Ensure CYP feel safe and supported and are able to build positive, trusting relationships so that CYP feel valued and understood. This works best when all staff involved with the CYP work hard to develop their relationship, rather than CYP becoming over-reliant on one or two key people.

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* Listen, are patient and give time. staff need to feel like they are part of a team for which each team member plays a role in supporting CYP with SEMH. Staff know when a change of face may be needed and can access support to help them to process incidents of challenging behaviour, giving the CYP space and time to process their thoughts and feelings can help to de-escalate a situation.
* Treat CYP with unconditional positive regard, however difficult this may be at times.
* Reduce anxiety through adapting and structuring the learning and social environment as appropriate.
* Be resilient and never give up, many CYP with SEMH difficulties have experienced multiple family and relational rejections and will try and push you away to protect themselves.
* See the whole CYP -never shaming or ridiculing.
* Think ‘what’s happened to them?’ rather than ‘what’s wrong with them?’ – ‘Be Curious NOT Furious’
* Are aware of the underlying needs (e.g. ACEs, trauma, attachment, Neurodiverse) and share ideas for strategies that work.
* Know every CYP with SEMH needs will have different triggers and antecedents, an individualised approach to supporting these children is likely to be more effective.
* Understand that humour often works well for SEMH difficulties but be careful with the use of sarcasm.
* Recognise small achievements and positive steps.
* Establish routines and a predictable structure through a safe, organised and consistent environment.
* Use visual cues, social stories or comic strip conversations to support understanding of change.
* Support CYP for any planned changes, transitions or new experiences.
* Support CYP to understand and be able to express their thoughts and feelings.
* Apply a flexible but individually consistent approach to supporting CYP.
* Check any seating plan:

-Group CYP flexibly for a specific purpose e.g. guided groups, collaborative learning. CYP grouped so they are able to draw on each other’s strengths and skills. The use of peer support e.g. ‘buddies’ or ‘learning partners’.

-Be aware of social dynamics and interactions to/from others when considering classroom layout, activities and learning opportunities.

* Prompt, model and reinforce positive behaviours which are based on clear and realistic expectations – [Click here example School Charter](#ExampleSchoolCharter)
* Explicitly model appropriate social behaviour and interaction and provide opportunities for CYP to practise these skills.
* Celebrate positive behaviours through rewards and praise so that CYP are motivated and engaged.
* Make classroom rules and expectations simple and clear.
* Establish relentless routines so that CYP know what to expect. Check there is a clear policy in place for supply teachers.
* Build in regular opportunities for CYP to experience success. Plan more of what they can be successful in recognising small achievements and positive steps.
* Provide a ‘grounding’ space with grounding / calming exercises / fiddle toys (within the classroom or an allocated safe space for the CYP).
* Adopt a consistent approach when talking to CYP with regular reflective sessions for staff to explore whether a more individualised approach would be more helpful. Scripts could be used when embedding a consistent approach.
* Develop opportunities to explore and manage healthy stress e.g. a new challenge with 100% success guaranteed. Explicitly model appropriate social behaviour and interaction.
* Scaffold expectations and provide CYP with explanations of decisions that are made.
* Use Solution Focussed Approaches to support the CYP to become more independent at problem solving; resisting the urge for the adults to solve problems for them.
* Use **agreed logical consequences**, as part of a restorative and reflective conversation, which are applied as immediately as possible, rather than arbitrary school sanctions/detentions.

**Plan a relevant and ambitious curriculum**

* Plan an interleaved curriculum so that CYP revisit key knowledge and skills many times until embedded in their long-term memory.
* Map out the big concepts in a subject and identify how they develop across years and key stages. For example, constructing with a class, a concept map at the beginning of a unit of work. Sharing these ‘big ideas’ with CYP can really help CYP see where they are in their learning and where they are going.
* Show how the ‘what’, ‘why’ and ‘how’ CYP are learning, links with other work in other subjects.
* Plan engaging lessons that build on CYP’s strengths as learners.
* Use flexible groupings to support CYP with different needs.
* Identify what support is needed for CYP to access the curriculum.

**Utilising Technology**

* Plan for the effective use of ICT as an access strategy e.g. speech-supported or sign-supported software e.g. Dragon, Clicker, Docs Plus, Widget or Read Write Text Help.
* More guidance on the successful use of technology can be found in the EEF guidance report [Using Digital Technology to Improve Learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital) or [Trafford's Graduated Approach to Assistive Technology SNICTA](https://search3.openobjects.com/mediamanager/trafford/fsd/files/snicta_graduated_approach_2018_2_.docx)

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**SEMH Universal Response** [**Return to Contents**](#Contents)

Whole School & High Quality Teaching – All Children & Young People

All children and young people (CYP) at some stage of their education may display behaviours as a result of an SEMH need. These behaviours may be due to a wide variety of factors which could include mental health needs, trauma, bereavement, wider family issue etc. Often, with the right support, these behaviours are short term and it should not be assumed that the CYP has a special educational need.

The SEND Code of Practice (6.21) also states that “Persistent disruptive or withdrawn behaviours do not necessarily mean SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as:

* Undiagnosed learning difficulties
* Communication difficulties
* Mental health issues

If all other areas of SEND have been investigated and evidenced that all interventions put in place have had little or no positive effect, then SEMH should be investigated as a specific SEND. [Click here for HQT checklist.](#HQTChecklists) [Click here for Best Practice Inclusive Classroom.](#BestPracticeforInclusiveClassroom)

**ALL BEHAVIOUR IS COMMUNICATION** – we need to ask, ‘What Happened to you’ **Vs** ‘What’s wrong with you?’

|  |
| --- |
| **Descriptor of Need -** What might we see? |
| **GENERAL:*** Regular attendance issues
* Failure to make the progress expected across many areas of the curriculum
* Difficulty remaining on task in lessons

**SOCIAL:*** Difficulties forming and/or maintain positive peer relationships
* Difficulties complying with boundaries, routines & requests
* Low level disruption
* Task avoidance / refusal
* Shows slow developmental of age appropriate social skills such as personal presentation, hygiene, self-care, eating, levels of concentration, organisation

**EMOTIONAL & MENTAL HEALTH -** [What Are You Feeling? (beaconhouse.org.uk)](https://beaconhouse.org.uk/wp-content/uploads/2019/09/What-Are-You-Feeling.pdf) [What Are You Feeling? (beaconhouse.org.uk)](https://beaconhouse.org.uk/wp-content/uploads/2019/09/What-Are-You-Feeling-Freeze-Collapse.pdf)* Difficulty self-regulating
* Unable / difficulties accepting praise
* Slow development of age appropriate emotional regulation and responses e.g. high level of frustration, full body response in older children
* Low mood
* Withdrawn or isolated
* Avoidant behaviours and/or anxiety
* Needing frequent reassurance and support
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| **Universal Response** | **Assess and Plan** | **Do** | **Review** |
| --- | --- | --- | --- |
|  | What could be causing the emerging need? What is the CYP SEMH baseline? | How should we respond? | What strategies/support can we put in place? | How do we track and record progress & outcomes?  |
| **School / setting Provision and Resources** | [(click here HQT Checklist)](#HQTChecklists)**CHECK:**Relevant health records, **including hearing and vision checks**Identify the CYP **exact current level of attainment** – not ‘working towards’ or ‘target/predicted grade’ – is this in line with chronological age? Assess and identify needs across the curriculum, identify barriers to learning.Any communication difficulties e.g. Speech & Language - age appropriate **receptive & expressive** language skills?Any contributing sensory needs?If in KS1, EYFS data and records.Discussion with previous teacher/s.Discuss concerns with safeguarding lead, Inclusion lead and, if relevant, social worker, to identify other factors that could be impacting on the CYP.Attendance data – to school and lessons. Are there any emerging patterns or barriers to attendance? [Click here for EBSA resources and links](#EBSA)Seating plan; does it enhance high quality teaching & learning for inclusion of CYP? [Click here for Best Practice Inclusive Classroom](#BestPracticeforInclusiveClassroom)Setting behaviour policy and how ‘Reasonable Adjustments’ are made to support the CYP’s needsIs the behaviour policy understood by all staff?* How consistently is it applied?
* Does it include a whole school approach for encouraging positive behaviour? [Example School Charter](#ExampleSchoolCharter)
* Does it expect restorative practices to be in place to address incidents between staff and CYP and between CYP?

Progress needs to be measurable towards an individual’s outcomes.Analysis of assessments, this could be through observation, 1:1 work with the student, teacher assessment.Recognition of SEMH difficulties to inform planning of teaching and learning across all subjects.Evidence to be collated. This could include observation records, learning in books, learning behaviours, teacher records, voice of CYP, etcContinuous conversations with learners to identify how they are feeling, this could be during carpet time/form.[Useful Assessments click here](#UsefulAssessments) | Analysis of assessment data should be used to inform planning of teaching and learning across all subjects.Individualised, personalised approach to teaching and learning in broadest sense. This could be achieved through differentiation, mastery, use of resources, use of adults, collaborative learning, etc.Gaps in learning identified, are catered for during lesson.Planning appropriate lessons based on emotional needs of students that link to the PSHE curriculum.Plan and provide exam arrangements if needed.Plan staffing sensitive to the needs of learners.Are all staff trained in Trauma Informed Approaches and language?Are all staff trained in de-escalation techniques and restorative approaches?Do staff have an awareness of SEMH and proactive ways to support? [Click here for training links](#Training)<https://sendlocaloffer.nelincs.gov.uk/send-training-professionals/> Follow Health and safety policies and if relevant develop risk assessments.Carry out a range of baseline assessments including those to consider other unmet SEND e.g. SPOT profile, SDQ, Boxall Profile (see advice and guidance section for further suggested assessments). Useful tools at this stage could include the use of:* Checklists
* Observations
* Analysis tools such as: anxiety analysis, therapeutic tree, subconscious and conscious behaviour checklists. [Click here for useful assessments links](#UsefulAssessments)

Advice sought via a Mental Health surgery e.g. Compass Go, Advisory Teacher, Inclusion Team, EP. This may be done in general terms (e.g. without naming the child or making a formal referral).Monitor / shadow CYP to experience their day and identify the level of need across different contexts. Plan carefully for key transition points including providing stable staff and peer context where possible.Ensure that all school trips are planned for in advance and the CYP needs are taken into account.Carry out a 360o with other staff to review a range of data, share effective strategies and agree a consistent approach.Provide training for staff in a Trauma Informed approach so they recognise the importance of relationships and are able to plan for the needs of the CYP e.g. attachment difficulties, adverse childhood experiences (ACEs), PACE, Emotion Coaching. <https://sendlocaloffer.nelincs.gov.uk/send-training-professionals/> [Training & Information Link](#TrainingInformation)Review current provision. Has the CYP accessed high quality teaching across the curriculum? Discuss concerns with SENDCo and devise next steps for support.If appropriate seek advice from other agencies. Some external support may be involved at this stage to focus on early help and intervention for the CYP or family, particularly if wider family needs are identified. | Plan appropriate strategies from universal inclusive teaching as well as short term intervention and support approaches as appropriate. These may include:Opportunities for CYP to experience success, build resilience, confidence and a positive view of selfTeach the CYP specific social and emotional skillsBuild relationships and a sense of belonging Clear systems of rewards and sanctions that are understood by CYP and staffReinforce and model when the CYP is getting things right. ‘Catch them being good’ - regular reinforcement of positive behavioursUse scripted responses that are consistent and say what you want the CYP to do rather than what you don’t want them to doInvolve the CYP in creating their own reward systemUse of choice and motivationHigh quality teaching and learning informed by the assessment and planning undertaken.Produce ‘pen portraits’ for staff so they are aware of triggers and strategiesA clear ‘stage & age’ appropriate plan for the CYP which highlights the support mechanisms that are in place and ensure it is shared with all staffIn collaboration with CYP, set SMART (Specific, Measurable, Achievable, Relevant & Time bound) targetsA range of opportunities to develop social and emotional skills e.g. circle of friends, buddy systems, THRIVE Approach, ELSA support, Zones of Regulation, SEALEnhance high quality teaching and planning for inclusion of CYP in groups e.g. seating plans, sensory needs, peer work, roles within the group, unconditional positive regardProvide opportunities to ensure the CYP feels listened to, helped to identify and express their emotions and develop their social and emotional skillsFlexible focused small group support based on need e.g. guided group work, pre-teaching, post-teachingAccess to fiddle toys, headphones, time out/refocus cards, safe space as appropriateEnsure regular de-briefs with staff who support CYP to ensure ongoing communication about what is working well and what needs to be refined. This will also support staff well-beingDeliver PSHE lessons adapted to the needs of the classroom. Effective feedback given at the point of learning, to move learning forward.Free anonymised advice and guidance is available from the Advisory Teacher for SEMH - SpecialistAdvisoryService@Nelincs.gov.ukInclusion Team - aspire@nelincs.gov.uk Community Educational Psychology Team - EPService@nelincs.gov.ukEducation Welfare Service - ews@nelincs.gov.uk Virtual School - lookedafterchildren@nelincs.gov.uk School Nursing Team - 01482 323660 or email SchoolNursingAdvice@nelincs.gov.ukEmotionally Based Barriers to School Attendance Team (EBBSA)EBBSA@nelincs.gov.uk Compass Go Advice Line - Tel: 01472 494250Young Minds Matter Duty Line - Tel: 01472 252570[Click here for Education Support Teams](#EducationSupportTeams)[Click here for Mental Health Support Teams](#MentalHealthSupport) | **Reviews are key to any assessment process and should be fully recorded.** Evaluation of teaching and learning to inform adaptations and next steps, where needed. Outcomes should be updated to reflect this evaluation.Decision could include: * No additional provision required.
* Continuation of support at this level.
* Escalation to next stage of support where additional provision may be required.

Review school/setting processes for ensuring Inclusive High Quality Teaching through School/setting Leader QA measures.Where outcomes have not been met – re-evaluate targets and ensure they are SMART.Formal recording of assessment, planning, implementation and reviewing should be done in order gather evidence should a CYP require specialist support/intervention, an intervention placement or an Education Health Care Plan later on in their journey of support.  |
| **Child / Young Persons Voice** | Discussion with the CYP to establish their views, to understand the experience of the CYP and their social and emotional needs. Pupil views are shared and informs next steps this should be occurring through HQT and does not require additional formal plans (e.g. SEN Support Plan, PEP, PSP).Consider use of Early Help Assessment as this puts the child’s voice and lived experience at the heart of all support.  | Pupils involved in setting and monitoring their next steps.The early help process is holistic, it enables thinking about wider needs and how these may cause or contribute to the child’s presenting needs. Plans includes the child’s wider needs. | Gather pupil views, ensuring these are recorded.<https://sendlocaloffer.nelincs.gov.uk/capturing-the-voice-of-the-child/>Pupil self-assessment – pupil friendly **SMART** outcomes set for SEMH.[SMART Targets for ELSA work - ELSA Support Emotional literacy (elsa-support.co.uk)](https://www.elsa-support.co.uk/smart-targets-for-elsa-work/)[SMART Targets SEN by SENsible SENCO - YouTube](https://www.youtube.com/watch?v=xp1FvAAHgis)[SMART targets for SEN plans - Learning Plans & Provision Map Writer](https://www.provisionmap.co.uk/smart-targets-for-sen-plans/)[NELC SEND Local Offer | SMART Targets – A how to guide to writing SMART Targets for children and young people with Special Educational Needs and Disabilities (nelincs.gov.uk)](https://sendlocaloffer.nelincs.gov.uk/smart-targets/)Tools such as My Star - [www.outcomesstar.org.uk](http://www.outcomesstar.org.uk) - and those within ‘Signs of Safety’ approach enable the child to think about and express their wider needs.<https://sendlocaloffer.nelincs.gov.uk/capturing-the-voice-of-the-child/>The early help process Team Around the Family process embeds child’s voice throughout. | Discussion with pupils and School/setting should inform future decisions regarding provision.The early help process embeds the family in the assess, plan, do, review cycle. |
| **Working with Families** | Open communications between family, pupils and School/setting to ensure working in co-productionDiscussion with parents/carers to establish their views, to understand the experience of the CYP and their social and emotional needs. This should explore, Adverse Childhood Experiences (ACEs), key life events, traumatic experiences or similar, including drug / alcohol consumption during pregnancy (especially where Foetal Alcohol Spectrum Disorder (FASD) is suspected). This needs to be done in a sensitive and skilful way once a positive and trusting relationship have developed with the family.Explore Early Help Assessment with the family; let them know how the holistic exploration of child and family’s strengths and needs enhances planning. Whole family working ensures the child, parent/carer, and sibling’s needs are understood and met. | Family views to be taken into account when planning and implementing individualised approach to teaching and learning.Holistic Early Help Assessment enables planning to include wider child and family needs to address causes or contributing factors to the presenting needs. Whole-family working ensures parents/carers are supported, preventing escalation of need. | Gather families’ views, ensuring these are recorded.The early help Team Around the Family approach creates a framework for planning and review that embeds the child and whole-family views throughout, this enables partnership working with family and services. | Discussion with family and School/setting should inform future decisions regarding provision.The early help process embeds the family in the assess, plan, do, review process. |
| **Working with Professionals & Communities** | Where relevant, ensure that CYP social worker / Virtual School / Early help worker is involved in discussions and are made aware of the emerging difficulties that the CYP is experiencing. The School/setting will engage with on-going CPD to support children with a range of differing needs. This could include: SENDCO networks, in house training, Trauma training, online training etc. The School/setting will disseminate training throughout School/setting and to relevant colleagues to ensure strategies, knowledge and information is used to improve provision and outcomes for children and young people. School/setting to be aware of community based projects and opportunities to be able to signpost to students and families. [Directory of Services Link](#DirectoryofServices)School/setting to be aware of and encourage the early help process with families as a means of exploring and meeting causes and contributing factors to the child’s presenting learning needs, the process enables partnership working with family and other professionals. The Early Help Coordinator team provide information, advice and guidance to professionals on all aspects of early help to include service within local communities through ‘earliest help’.School/setting to be aware of Local Authority / Health / Social Care pathways to access **the right support at the right time** for CYP e.g. Emotionally Based School Avoidance Pathway, Access Pathway, Health & Justice Pathway, Compass Go, Young Minds Matter[Click here for Education Support Teams](#EducationSupportTeams)[Click here for Mental Health Support Teams](#MentalHealthSupport) |

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**SEMH Targeted Response** [**Return to Contents**](#Contents)

In addition to the universal response – Some Children & Young People

Universal high-quality teaching that is adapted to meet the needs of individual learners at all levels of need.

Universal services involved at all levels of need as appropriate.

**Some** children and young people’s (CYP) difficulties cannot be met by universal, whole school or class approaches. These difficulties are sustained over a period of time and these CYP will require a graduated approach which draws on increasingly personalised learning, evidenced based interventions and support, information and advice from appropriate professionals and successive cycles of assess, plan, do, review. These become increasingly personalised to meet the CYP’s identified needs. [Click here for Best Practice Inclusive Classroom](#BestPracticeforInclusiveClassroom)

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| **Descriptor of Need -** What might we see? |
| An increase in, or persistence with, difficulties which have not been resolved through strategies and/or provision outlined in Universal: All. The intensity and frequency of the presenting behaviours may increase. **SOCIAL:*** Attention needing (connection seeking), disruptive or challenging behaviours which cause frequent disruption in learning and group activities
* Relationship difficulties, including bullying or intimidating (or victim of bullying)
* Unable / difficulties recognising the impact of their behaviour on others
* Difficulty working co-operatively in a group with peers
* Shows impulsive, risk taking behaviours / unable to keep self-safe
* Increasing inability to follow instructions and routines
* An increasing need to use unkind words and physical behaviours to communicate their wants, needs, thoughts and feelings
* It takes a long time for the CYP to self-regulate despite adult support

**EMOTIONAL & MENTAL HEALTH -** [Survival-In-Primary-School-2019.pdf (innerworldwork.co.uk)](http://www.innerworldwork.co.uk/wp-content/uploads/2019/11/Survival-In-Primary-School-2019.pdf) [Survival In Secondary School (beaconhouse.org.uk)](https://beaconhouse.org.uk/wp-content/uploads/2019/09/Survival-In-Secondary-School.pdf) [What Survival Looks Like At Home (beaconhouse.org.uk)](https://beaconhouse.org.uk/wp-content/uploads/2019/09/What-Survival-Looks-Like-At-Home.pdf)* Frequent difficulties managing own emotions
* Difficulties relating to unfamiliar people
* Low self-confidence / self-esteem
* Quick triggers to emotional responses /slow to calm down
* Emotional responses frequently outside of age appropriate norms
* Frequently becomes withdrawn or isolated
* Separation anxiety which is affecting ability to participate and engage in school life and their learning
* CYP is engaging in unpredictable and unhelpful behaviours to get their needs met
* Increasing frequency of low mood
* Some indication of obsessive behaviours
* May lack empathy
* Increased hypervigilance
* Low level self-harm

**Adverse Childhood Experiences (ACEs):**Pupils with 2 or more ACEs and with limited protective factors in their lives at the time the ACES occurred, may need specific support for their SEMH needs. [Further information can be found here](https://www.gov.scot/publications/adverse-childhood-experiences-aces/#what-are-aces) |

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| **Targeted Response** | **Assess and Plan** | **Do** | **Review** |
| --- | --- | --- | --- |
|  | What could be causing the emerging need? What is the CYP SEMH baseline? | How should we respond? | What strategies/support can we put in place? | How do we track and record progress & outcomes?  |
| **School / setting Provision and Resources**[Practical SEMH Resources](#SEMHPracticalResources)[Possible Interventions & Resources here](#ResourcesInterventions) | The SENCO could be involved in targeted observations and quality assurance measures, across a range of lessons.Detailed recording, monitoring of frequency, intensity of specific behaviours including functional analysis to determine antecedents, behaviours and consequences [ABC charts Link](#ResourcesInterventions)SENCO and/or Class teacher will have spent one-to-one time with the student to identified strengths and barriers to learning, to enable them to plan strategies to remove barriers more effectively. Consider activities to gain the Voice of the CYP to gain a better understanding of the risk and protective factors impacting them. <https://sendlocaloffer.nelincs.gov.uk/capturing-the-voice-of-the-child/>Screeners and diagnostic assessment may be used to further identify barriers to learning. Assessments are related to the type of need.Where baseline assessments were previously carried out, these should be updated and compared to identify any steps of progress, no matter how small, and further areas to be targeted. Ensure the checks and assessments have been carried out exploring background and ACEs –see Universal above.Check, assess and identify any unmet SEN needs before assuming it is an SEMH need for example learning, communication and sensory needs. This is to include review of curriculum access, progress and attainment as well as other learning assessments. These are needed to check for any underlying learning need that is impacting upon the CYP’s SEMH need.In discussion with SENDCo, teacher, CYP and family, add the CYP onto the SEN Register as SEN Support (Code K).SEMH Baseline measures/assessment tools should be used again to assess levels and types of need. These could include:* SEMH Positive Outcomes Toolkit (SPOT)
* Thrive Approach
* Boxall profile
* Strength and Difficulties questionnaire (SDQ)
* Leuven Scale
 | Curriculum planning clearly reflects levels of achievement and addresses learning gaps and barriers.Interventions that are to be implemented should have clear, assessable SMART outcomes. These should have an identified review date from the outset. Strategies and interventions may be recorded through an Assess, Plan, Do, Review (APDR) plan. CYP may require more structured tracking of outcomes and impact of provision/strategies.If needed, risk assessment to be in place and shared with all key staff and family.Assess, plan, do and review the support plan. This should be written with CYP, their family and other professionals (as appropriate) and reviewed at least three times a year **but sooner where required.** Where additional/different targeted provision is planned for, check there are clear and expected outcomes linked directly to the provision and SMART targets set.Use a consistent school wide approach to communicate aspiration, need, outcomes and provision to staff, for example My PlanA detailed support plan may include a provision map and/or personalised timetable.Complete specific risk assessments, where required, to mitigate risks and keep all CYP and staff safeLiaison and consultation with external professionals and support services as appropriate. [Click here for Education Support Teams](#EducationSupportTeams)[Click here for Mental Health Support Teams](#MentalHealthSupport)These could include:* Specialist Advisory Service
* Educational Psychology Service
* Inclusion Service
* Education Welfare Service
* Therapeutic Services e.g. Fortis

Health professionals such as* School Nursing Team
* Paediatricians
* Access Pathway
* Compass Go
* Young Minds Matter

Colleagues from Early Help and wider Social Care services. Agree how best to communicate aspiration, need, outcomes and provision to staff.Continue to review training requirements for staff. E.g. Restorative approaches, de- escalation and positive handling, trauma awareness and self-harm. [Useful Resources Here](#ResourcesInterventions)For some CYP specialist advice or training will be required to meet the needs of the CYP and joint training planned and delivered in school, through SEND Clusters Groups, SENDCo Forums, Wider LA training, Webinars and online courses, could be a route for training and support for staff[Jump to training on this doc.](#Training)<https://sendlocaloffer.nelincs.gov.uk/send-training-professionals/>  | High quality teaching and learning informed by the assessment and planning undertaken. This could include:* Whole class T & L activities personalised to individual needs.
* Small group learning with class teacher in addition to HQT lessons e.g. teaching of social skills/dealing with emotions to support outcomes.

[Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants)Short term specific provision and interventions to address needs through a structured approach. If attendance is a concern staff should consider how to best support taking into account CYP views, strengths and needs. Use the **‘Attendance Framework’** to support these approaches. Emotionally Based Barriers to School Attendance Team (EBBSA)EBBSA@nelincs.gov.uk [EBSA Toolkit here](#EBSA)CYP may require 1:1/small group pastoral support from a trusted adult on a weekly basis.Across the setting **all staff** clearly understand the needs and provisions a CYP requires to make progress and these are effectively communicated through robust School/setting systems.**All staff** should provide reasonable adjustments in regard to the needs of the CYP. This could be adaptations of the Behaviour Policy in School/setting or other aspects they may be struggling with.Observe the CYP in situations they find difficult and those they respond well to. Capture events through a time in motion or frequency chart (ABC chart). Monitor the frequency of what you are seeing and analyse the data to consider number of incidents, patterns, in house consistency etc (e.g. time of day, day in week, subject area, structured or unstructured time).Continue with any relevant strategies from **Universal: All** plus:adapting behaviour policy to take into account SEMH needs e.g. safe space, time out, go to person, individual response to ‘high stress’ situations and recognition that adjustments will be needed for some CYP where ‘zero tolerance’ approaches are detrimental and at odds with a whole school approach to supporting SEMH and the Equality Act 2010Reasonable adjustments within the school day which supports meeting the individual SEMH needs which were identified through assessment of the CYP and their classroom/school environment. Use analysis of high frequency data for individuals and groups to highlight needs. Consider the emotional age of the CYP as well as their chronological age to support emotionally appropriate development. This could include:* Supervision during unstructured times.
* Reduced transitions or staff changes.
* Safe/calm/grounding space
* A nominated trusted key person
* Small group or 1:1 sessions targeting appropriate social and emotional development
* Individual plan to ‘high stress’ situations and help with dysregulation
* Adapted timetable

Targeted intervention to teach CYP self-help strategies around social and emotional awareness and regulation and good mental health. This could include: Emotional Literacy Support Assistant (ELSA), social skills groups, relaxation and mindfulness, Thrive, pupil coaching, peer mentoring, engagement work, self-regulation, emotion coaching, zones of regulation and counselling etc. Some CYP will need an adapted curriculum and structured activities at certain parts of the school day e.g. break time, or at points of transition such as after lunch.Develop the skills of key staff to provide risk assessment and safety planning to support mental health needs e.g. personal safety plans for self-harm, including the relevant health professional in this process.Develop safe spaces with appropriately trained and trusted ‘go to people’ for CYP to access throughout the school day. | A wide range of evidence has been collated, reviewed once an intervention has been in place and given time to have an impact.Evaluation of provisions and interventions will be used to inform future planning and outcomes.Decision could include: * No further additional provision required. (Accelerated progress)
* A further cycle of ADPR at this stage. (Some progress)
* Escalation to Specialist support *(including health,* *therapeutic or social care services)* where additional provision and updated plans will be required.

Reviews are key to the ‘assess, plan, do, review’ process and should be fully recorded. Reviews should include specific reference to progress towards desired outcomes and targets.Discussion with CYP and their family on the progress the CYP has made towards their targetsThe effectiveness and impact of the strategies usedWhere appropriate the impact of advice given by the SENDCo and external professionals if involved with the CYPIf targets are not met, the strategies/resources should be adapted or the targets should be modified. A review allows for earlier decisions and actions to be revisited, refined and revised, leading to a growing understanding of the CYP’s needs and of what supports them in reducing barriers to learning, making good progress and securing good outcomes. **For the vast majority of children and young people identified at SEN Support their needs will be met, throughout their schooling, through high quality universal provision and targeted support. The cyclical process of assess, plan, do, review will become increasingly personalised drawing on more personalised approaches, more frequent review and more specialist expertise.**[NELC SEND Local Offer | Home (nelincs.gov.uk)](https://sendlocaloffer.nelincs.gov.uk/) |
| **Child / Young Persons Voice** | Complete a ‘circles of influence’ - [Voice Of The Child toolkit - Derby City Council](https://www.derby.gov.uk/council-and-democracy/your-voice-children-young-people/voice-of-the-child-toolkit/) - style exercise with the CYP to gain a greater understanding of the risk and protective factors that impact the CYP life. In discussion with SENDCo, teacher, CYP and family, add the CYP onto the SEN Register as SEN Support (Code K).Pupil self-assessment will be extended and embedded within interventions to inform next steps. Pupil views are shared and inform cycles of APDR - this should be occurring through HQT and could require additional formal plans (e.g. SEN Support Plan, PEP, PSP). | CYP views will inform the planning of their provision. | <https://sendlocaloffer.nelincs.gov.uk/capturing-the-voice-of-the-child/>  | CYP will be asked to evaluate their provision to inform next steps.Discussion with CYP and their family on the progress the CYP has made towards their targets |
| **Working with Families** | Complete a ‘circles of influence’ style exercise with the family to gain an understanding of the risk and protective factors that impact the CYP life.In discussion with SENDCo, teacher, CYP and family, add the CYP onto the SEN Register as SEN Support (Code K).Periodic discussion will be held between class teacher, SENCO and families to gather further information about additional factors e.g. learning environment, home life, social skills. This should be evidenced and used to inform planning.Sharing strategies that work at home. Family views are gathered, shared and inform cycles of APDR. If the Early Help process has not yet begun revisit with the family the benefits of holistic early help assessment and whole family working in the support process and encourage their participation. | Family views inform planning, reviewing and implementing additional provision and strategies. Holistic Early Help Assessment enables planning to include wider child and family needs to address causes or contributing factors to the presenting needs. Whole family working ensures parents/carers are supported, preventing escalation of need. | Early Help Team Around the Family approach creates a framework for planning and review that embeds child and family views throughout enables partnership working with the whole-family and services.Hold a Team Around the Family meeting, if Early Help or Social Worker involved, to inform next steps in support the CYP.Advice and guidance for parents/carers – Parent information – [NELC SEND Local Offer | Home (nelincs.gov.uk)](https://sendlocaloffer.nelincs.gov.uk/)**SENDIASS** (Special Educational Needs and Disability Information, Advice and Support Service)Tel: 01472 326363[www.nelsendiass.org.uk](http://www.nelsendiass.org.uk)Email: ask@nelsendiass.org.uk | Family views inform evaluation of provision to inform next steps. Discussion with CYP and their family on the progress the CYP has made towards their targetsThe early help process embeds the family in the assess, plan, do, review processIf already involved, Social worker/Early Help worker, and any other services that are supporting, contribute to the APDR process to inform next steps. |
| **Working with Professionals & Communities** | Share outcomes of the ‘circles of influence’ activity as part of a Team Around the Family (CYP to be involved if possible) meeting to maintain the positive influences and bolster these as well as addressing the negative influences and how to minimise these (maintenance & innovation planning). Develop links with external professionals and build a strong ‘team around the child’ approach to meeting the needs of CYP The setting will make use of localised professional support and may seek general advice to support students with difficulties through mechanisms such as Advice and Guidance Meetings, referral to the Specialist Advisory Teachers, Educational Psychology, Inclusion Service, Emotionally Based School Avoidance Pathway, Access Pathway, Therapeutic services, Early Help Locality Hubs, School Nursing Team, Compass Go, Young Minds Matter, Bereavement service etc. [Directory of Services](#DirectoryofServices) [NELC SEND Local Offer | Home (nelincs.gov.uk)](https://sendlocaloffer.nelincs.gov.uk/) This advice may be used to support a number of students and does not require professional having contact with pupils. If the early help process has not yet begun, consider what the barriers to this are and these can be addressed. Other professionals that know the family may be useful talking with the family about this. Access the Early Help Coordinator team for advice. **Integrated Front Door**Tel: 01472 326292 Option 2 (8.30am - 5pm Monday to Thursday 08.30am – 4.30pm Friday) Email: nelcchildrensfrontdoor@nelincs.gov.uk  |

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**SEMH Specialist Tier 1 Response** [**Return to Contents**](#Contents)

In addition to the Universal & Targeted Response – Few Children & Young People

Universal high-quality teaching that is adapted to meet the needs of individual learners at all levels of need.

Universal services involved at all levels of need as appropriate.

In addition to inclusive HQT, some may require time limited intervention programmes and additional support in order to secure effective learning and increase the rate of progress.

**A few** children and young people with social, emotional and mental health needs do not respond to universal or targeted support delivered over a sustained period of time and require more specialised intervention and provision. These CYP will continue to have their needs met through a specific and focused SEN Support plan.

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| **Descriptor of Need –** What might we see? |
| Even with increasingly targeted intervention and support, a few CYP will have experienced persistent and significant difficulties with their social, emotional and mental health. **SOCIAL:*** Ongoing difficulties developing the social skills required to engage in learning, stay on task and make progress
* Persistent non-compliance -look underneath the behaviours to explore why the CYP feels unable to follow adult instructions
* Significant and frequent unkind language or physical behaviours or sexually inappropriate behaviour towards peers and/or adults
* Damages or destroys own learning and / or the learning environment
* Frequency of disrupted learning limiting progress of self or others
* Does not understand high risk situations and / or show fear or pain
* Requires a high level of adult support to develop age appropriate independent and self-care skills, such as personal presentation, hygiene, self-care, eating, levels of concentration, organization etc.
* Finds it hard to manage conflict and move on from conflict with others despite additional support
* A few CYP may need a high level of adult support to support personal care or social interactions. Frequently 1:1 at times
* Continues to feel unsafe around supportive and trusting adults
* Finds it hard to enjoy positive and trusting relationships with a range of adults and peers. Often engages in unhelpful behaviours to get their needs met
* Needs frequent additional adult support to help them self-regulate
* Unable to recognise or accept praise or value achievements of self or others
* May engage in self-harming behaviours
* Regularly feels unable to engage in a range of adult led tasks and therefore regularly engages in avoidance strategies

**EMOTIONAL and MENTAL HEALTH:*** Unable to self-regulate (age appropriately) without frequent support from staff
* Frequently seeks proximity, affection and reassurance to support insecurities
* Extremely sensitive to criticism
* Very high level of skilled or specialist adult support needed to help process and express emotions
* Inability to regulate emotions even with skilled or specialist adult support
* Increasing levels of daily separation anxiety from key family members which causes on going distress for a significantly extended period throughout or beyond the separation
* Frequent and sustained hypervigilance or reactions to triggers that are not immediately obvious to key adults supporting them
* Projects extreme emotions onto adults and peers
* Resorts to fight, flight or freeze responses when distressed (link here)
* Frequent detachment when distressed, either shutting down or dissociating themselves from the event
* Finds it hard to be flexible to others’ needs within their friendships / relationships
* Emotionally based school refusal (link to toolkit here)
* Display high levels of anxiety resulting in either internalising or externalising behaviours
* Periods of withdrawal become extended and sometimes dissociative
* May show signs of obsessive behaviours or inappropriate relationships with objects, food or addictive substances
* Ongoing evidence of self-harming behaviours including physical symptoms that have required a medical or mental health referral
* Ritualistic behaviours including rocking and self-soothing
* Displays unusual behaviour around food including refusing to eat in front of others, hording, obsessing or stealing
* Extreme anxiety if control mechanisms, rituals or demands are ignored or removed
* Obsessive behaviours
* Requires frequent specific interventions on a daily basis from a range of adults in order to make progress and address SEMH needs
* Unable to attend mainstream school as a result of significant mental health difficulties which have been identified by mental health professionals e.g. Young Minds Matter

A few CYP may have a number of co-presented needs, which could include social, emotional and / or mental health, Foetal Alcohol Spectrum Disorder, Trauma /attachment difficulties, learning, communication and sensory difficulties, (which could be related to ACEs when there are limited protective factors). These CYP may engage in extreme risk-taking behaviours that present a very serious risk to themselves or the safety and the education of others e.g. harmful sexualised behaviours, violence, criminal activity and / or substance misuse. (link to directory of services here) |

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| **Specialist Tier 1 Response** | **Assess and Plan** | **Do** | **Review** |
| --- | --- | --- | --- |
|  | What could be causing the emerging need? What is the CYP SEMH baseline? | How should we respond? | What strategies/support can we put in place? | How do we track and record progress & outcomes?  |
| **School/setting Provision and Resources** | A range of stakeholders (SENCO, parents, teachers) will be involved in the assessment and review of targeted observations and quality assurance measures, across a range of lesson and settings or context.Consider all previous assessments, progress over time.Continue to identify gaps in learning and areas of need through use of further assessment.Meetings between stakeholders should take place a minimum of 3 times within a 12 month period through the process of APDR **but more frequently when necessary.** | Long-term additional to and different from provisions are clearly planned for, through APDR to address specific needs that are clearly defined and understood by all.Plan in provision using advice from a range of stakeholders (parents, pupils, professionals) with clear, measurable outcomes.Ensure aspirations of the family and CYP are taken into consideration and are included in the long-term outcomes and throughout the plan. | Implemented strategies and provision (long term additional to and different from) are recorded in the plan in addition to high quality teaching strategies.Where appropriate and with the support of other professionals, create a balanced personalised curriculum that addresses needs and supports the CYP make progress.Provide 1:1/small group pastoral support from a trusted adult when needed to support areas of need.If attendance is a concern further support should be provided with guidance from the Attendance and welfare officer or Emotionally Based School Avoidance Team. [Education Support Teams Link](#EducationSupportTeams)Staff must provide reasonable adjustments in regard to the needs of the CYP. This could be adaptations of the Behaviour Policy in School/setting or other aspects they may be struggling with. | Evaluation of plan and provision takes place as often as necessary and other professionals are invited if they are supporting the CYP. Decision could include: • Reduce support to Targeted or Universal (Accelerated progress, gap closing or closed) • Further ADPR at this stage. (Some progress/ Good progress) • Escalation to Specialist Tier 2 support where additional provision may be requiredEnsure adequate time is allowed for advice, interventions and support to be implemented and review regularly |
| **Child/ Young Persons Voice** | Pupil views to be sought through **age & stage** appropriate mechanisms.<https://sendlocaloffer.nelincs.gov.uk/capturing-the-voice-of-the-child/>  | Pupil views to inform the plan, provision and strategies. | Pupil should be involved in evaluation and deciding next steps. | Pupil views to be sought through **age & stage** appropriate mechanisms. |
| **Working with families** | Regular contact with the family to inform assessment. The Early Help process should be utilised with the whole family to ensure the child, sibling and parent/carers holistic needs are understood and planed for. | Family views inform planning, reviewing and implementing additional provision and strategies. Families should be supported to have ownership of their plan; the plan should include all aspect of the child and family’s needs. | Family views should inform next steps. The family and child’s views inform the assess, plan do review cycle via the early help framework.**SENDIASS** (Special Educational Needs and Disability Information, Advice and Support Service)Tel: 01472 326363[www.nelsendiass.org.uk](http://www.nelsendiass.org.uk)Email: ask@nelsendiass.org.uk | Regular contact with the family to inform assessment. The Early Help process should be utilised with the whole family to ensure the child, sibling and parent/carers holistic needs are understood and planed for. |
| **Working with professionals- Communities** | Engage professionals from other services to support with assessment, identification of strengths and needs and strategies to support (e.g. Young Minds Matter, Specialist Advisory Service, Educational Psychology) The early help process should be used to facilitate partnership working and enable effective communication throughout the assess, plan, do, review cycle. | Professionals to feed in to APDR plan and provide advice to support with provision and outcomes. Staff could consider referring to a range of [educational support teams](#EducationSupportTeams) if that is something that would support the CYP making progress in their outcomes. This needs to be first agreed by family and the CYP. | Follow advice from professionals that should have been co-constructed with staff and family.If relevant, ensure Social Worker is aware of support plans and targets | Professionals may support in evaluating and reviewing provision and outcomes to offer alternative interpretations of need or alternative provision that may be more suitable, in co-construction with families, CYP and staff. If on an SEN support plan, and slow or no progress is being made consider first support from outside agencies, if still little progress is being made or level of support is above what could be provided at SEND support plan level, a request for statutory assessment maybe be considered. This needs to be done with agreement and understanding from the family and CYP.Keep records of all professional involvement and share with all staff members working with the CYP.Would a referral to the Access Pathway be appropriate? |

**SEMH Specialist Tier 2 Response** [**Return to Contents**](#Contents)

In addition to the Universal, Targeted & Specialist Response – Very Few Children & Young People

These CYP may require or have an Education, Health Care plan while others will continue to have their needs met through a specific and focused SEN Support plan.

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| **Descriptor of Need –** What might we see? |
| Even with increasingly targeted intervention and support, a few CYP will have experienced **persistent** and **significant difficulties** with their social, emotional and mental health. **SOCIAL:*** Ongoing difficulties developing the social skills required to engage in learning, stay on task and make progress
* Persistent non-compliance -look underneath the behaviours to explore why the CYP feels unable to follow adult instructions
* Significant and frequent unkind language or physical behaviours or sexually inappropriate behaviour towards peers and/or adults
* Damages or destroys own learning and / or the learning environment
* Frequency of disrupted learning limiting progress of self or others
* Does not understand high risk situations and / or show fear or pain
* Requires a high level of adult support to develop age appropriate independent and self-care skills, such as personal presentation, hygiene, self-care, eating, levels of concentration, organization etc.
* Finds it hard to manage conflict and move on from conflict with others despite additional support
* A few CYP may need a high level of adult support to support personal care or social interactions. Frequently 1:1 at times
* Continues to feel unsafe around supportive and trusting adults
* Finds it hard to enjoy positive and trusting relationships with a range of adults and peers. Often engages in unhelpful behaviours to get their needs met
* Needs frequent additional adult support to help them self-regulate
* Unable to recognise or accept praise or value achievements of self or others
* May engage in self-harming behaviours
* Regularly feels unable to engage in a range of adult led tasks and therefore regularly engages in avoidance strategies

**EMOTIONAL and MENTAL HEALTH:*** Unable to self-regulate (age appropriately) without frequent support from staff
* Frequently seeks proximity, affection and reassurance to support insecurities
* Extremely sensitive to criticism
* Very high level of skilled or specialist adult support needed to help process and express emotions
* Inability to regulate emotions even with skilled or specialist adult support
* Increasing levels of daily separation anxiety from key family members which causes on going distress for a significantly extended period throughout or beyond the separation
* Frequent and sustained hypervigilance or reactions to triggers that are not immediately obvious to key adults supporting them
* Projects extreme emotions onto adults and peers
* Resorts to fight, flight or freeze responses when distressed (link here)
* Frequent detachment when distressed, either shutting down or dissociating themselves from the event
* Finds it hard to be flexible to others’ needs within their friendships / relationships
* Emotionally based school avoidance [(EBSA Toolkit here)](#EBSA)
* Display high levels of anxiety resulting in either internalising or externalising behaviours
* Periods of withdrawal become extended and sometimes dissociative
* May show signs of obsessive behaviours or inappropriate relationships with objects, food or addictive substances
* Ongoing evidence of self-harming behaviours including physical symptoms that have required a medical or mental health referral
* Ritualistic behaviours including rocking and self-soothing
* Displays unusual behaviour around food including refusing to eat in front of others, hording, obsessing or stealing
* Extreme anxiety if control mechanisms, rituals or demands are ignored or removed
* Obsessive behaviours
* Requires frequent specific interventions on a daily basis from a range of adults in order to make progress and address SEMH needs
* Unable to attend mainstream school as a result of significant mental health difficulties which have been identified by mental health professionals e.g. Young Minds Matter

A few CYP may have a number of co-presented needs, which could include social, emotional and / or mental health, Foetal Alcohol Spectrum Disorder, Trauma /attachment difficulties, learning, communication and sensory difficulties, (which could be related to ACEs when there are limited protective factors). These CYP may engage in extreme risk-taking behaviours that present a very serious risk to themselves or the safety and the education of others e.g. harmful sexualised behaviours, violence, criminal activity and / or substance misuse. [Directory of Services](#DirectoryofServices) |

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| **Specialist Tier 2 Response** | **Assess and Plan** | **Do** | **Review** |
| --- | --- | --- | --- |
|  | What could be causing the emerging need? What is the CYP SEMH baseline? | How should we respond? | What strategies/support can we put in place? | How do we track and record progress & outcomes?  |
| **School/setting Provision and Resources** | Continuous consideration of how the CYP strengths and needs may change over time. Continue to follow the APDR process against specific outcomes and provisions within the SEND/EHC plan. | Continue planning provision that is personalised and meaningful for the CYP to achieve the outcomes which have been agreed with all stakeholders. | See previous stages | Evaluation of plan and provision takes place on an at least termly basis and other professionals are invited to continue supporting CYP who have a high level of need. Decision could include: * Reduce support to Specialist Tier 1 or Targeted. (Accelerated progress, gap closing or closed)
* Further ADPR at this stage. (Some progress/ Good progress)
 |
| **Child/ Young Persons Voice** | Pupil views to be sought through age & stage appropriate mechanisms.<https://sendlocaloffer.nelincs.gov.uk/capturing-the-voice-of-the-child/>  | Pupil views to inform the plan, provision and strategies. | Pupil view should inform next steps. |
| **Working with families** | Family continue providing information that is up to date and gives a rich picture which feeds into assessment.Access to specialist services and resources should be routinely evidenced through the early help assessment, plan, do review cycle. These holistic assessments of whole-family needs and strengths explore the cause and contributing factors to a child’s presenting needs and enables effective planning and support. | Family views to inform planning and provision.Child and whole- family views and embedded with the early help processes | Family view should inform next steps.The early help process embeds the family in the assess, plan, do, review process |
| **Working with professionals- Communities** | Engage additional professionals from other services to support with assessment and, if appropriate, engage multi agency support, request for an Educational Health and Care plan request for assessment (e.g. Educational Psychology, Young Minds Matter, CDC, Access Pathway).Follow the SEND code of practice when it comes to consultation processes for placement, if a placement is appropriate.The early help process should be used to facilitate partnership working and enable effective communication throughout the assess, plan, do, review process with the whole family and all professionals. | Ensure all external advice is embedded in the planning and provision for the CYP. | Multi- agency evaluation of plans and provision takes place. |

**Useful Resources, Support & Guidance**

[NELC SEND Local Offer | Home (nelincs.gov.uk)](https://sendlocaloffer.nelincs.gov.uk/)

|  |
| --- |
| **Education Support Teams**[**Return to Contents**](#Contents) |
| Special Educational Needs and Disability Information, Advice and Support Service - **SENDIASS** | SENDIASS Tel: 01472 326363[www.nelsendiass.org.uk](http://www.nelsendiass.org.uk)Email: ask@nelsendiass.org.uk |
| Community Educational Psychology Service  | Educational Psychology Service, Civic Offices, Knoll Street, Cleethorpes, North East Lincolnshire, DN35 8LNEmail: EPService@nelincs.gov.ukTelephone: 01472 323183Opening times: Monday to Friday 9am to 4:30pm, except bank holidays |
| Specialist Advisory Service Key Stage Team Teachers for Cognition & Learning, Communication & Interaction and SEMH | Specialist Advisory Service, Civic Offices, Knoll Street, Cleethorpes, North East Lincolnshire, DN35 8LNEmail: SpecialistAdvisoryService@nelincs.gov.uk Telephone: 01472 323183Opening times: Monday to Thursday 8:30am to 5pm and Friday 8:30am to 4:30pm, except bank holidays |
| Inclusion Service  | Inclusion Service, Civic Offices, Knoll Street, Cleethorpes, North East Lincolnshire, DN35 8LNEmail: aspire@nelincs.gov.uk  |
| Education Welfare Service | Education Welfare Service, Civic Offices, Knoll Street, Cleethorpes, North East Lincolnshire, DN35 8LNEmail: ews@nelincs.gov.uk Telephone: 01472 326291 option 1Opening times: Monday to Thursday 8:30am to 5pm and Friday 8:30am to 4:30pm, except bank holidays |
| Virtual School for Children Looked After and Children in Need | Children’s Services Department, Civic Offices, Knoll Street, Cleethorpes, North East Lincolnshire, DN35 8LNEmail: lookedafterchildren@nelincs.gov.uk Telephone: 01472 313131 |
| Emotionally Based Barriers to School Attendance Team | EBBSA@nelincs.gov.uk for further details and support |
| Health & Justice Pathway – JEFF Project | ‘The JEFF Project’, which is designed to provide prevention and early intervention for mental health, emotional wellbeing and support to young people in North East Lincolnshire who are involved with the youth justice model or at risk of becoming involved.This is a mental health combined with Youth justice model and therefore education would need to access Compass Go as the first response for MH support.  |
| **Mental Health Support**[**Return to Contents**](#Contents) |
| Compass Go | Tel: 01472 494250Email: nelincsmhst@compass-uk.orgEmail: compass.go.mhst@nhs.net <https://www.compass-uk.org/services/north-east-lincolnshire-mhst/>  |
| Young Minds Matter | Tel: 01472 252570Email: lpft.nelymm@nhs.netFreshney Green Primary Care CentreSorrel Road, GrimsbyDN34 4GB |
| KOOTH | Ages 11- 25 <https://www.kooth.com/>   |
| North East Lincolnshire Mind  | All enquiries directed to 01472 349991 or the information line free phone 0800 1380990[www.nelmind.org.uk](http://www.nelmind.org.uk) <https://navigocare.co.uk/what-we-do/services-z/safespace> |
| **School Nursing Team** | Duty number: 01482 323660 or email SchoolNursingAdvice@nelincs.gov.uk If your child is aged between 11 to 19 years, they can still contact the school nursing team via text on 07507 331620. |
| **Counselling / Therapy**[**Return to Contents**](#Contents) |
| Fortis Therapy | Tel: 01472 241794Email: enquiries@fortistherapy.co.ukclaire@fortistherapy.co.ukWebsite: <https://fortistherapy.co.uk/>  |
| Cudox | [Therapy, Training, Counselling, Mental Health in Grimsby, Lincolnshire (cudox.co.uk)](https://cudox.co.uk/)Cudox Wellbeing C.I.C.Centre4, Wootton Road, Grimsby, North East Lincolnshire, DN33 1HETel: 01472 236 672 |
| **Training & Information**[**Return to Contents**](#Contents) |
| Local Offer | <https://sendlocaloffer.nelincs.gov.uk/send-training-professionals/>  |
| Compass Go | <https://www.compass-uk.org/services/north-east-lincolnshire-mhst/mental-health-training-resources-for-professionals/> |
| Young Minds Matter | [Home :: Young Minds Matter (lpft.nhs.uk)](https://www.lpft.nhs.uk/young-people/north-east-lincolnshire/home)  |
| Together 4 All – North East Lincolnshire’s Professional Learning Community | [Welcome - North East Lincolnshire's Professional Learning Community (together4all.co.uk)](https://www.together4all.co.uk/) |
| Community Educational Psychology Service – range of training topics available for settings | Educational Psychology Service, Civic Offices, Knoll Street, Cleethorpes, North East Lincolnshire, DN35 8LNEmail: EPService@nelincs.gov.ukTelephone: 01472 323183 |
| Specialist Advisory Service Key Stage Team Teachers for Cognition & Learning, Communication & Interaction and SEMH – range of training topics available for settings  | Specialist Advisory Service, Civic Offices, Knoll Street, Cleethorpes, North East Lincolnshire, DN35 8LNEmail: SpecialistAdvisoryService@nelincs.gov.uk Telephone: 01472 323183Opening times: Monday to Thursday 8:30am to 5pm and Friday 8:30am to 4:30pm, except bank holidays |
| Minded - a free educational resource on children,young people, adults and older people's mental health. | [MindEd Hub](https://www.minded.org.uk/) |
| Education Endowment Foundation (EEF) – A wealth of information and research in education | [Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) |
| **Resources & Interventions**[**Return to Contents**](#Contents) |
| **Directory of services available in North East Lincolnshire 2022** – contact details and links to local services to support Mental Health, LGBT+, Health, social isolation & wellbeing check, Bereavement support, Domestic Abuse, Alcohol / Substance Misuse, Housing/Tenancy Support Services, Disabilities/Learning Needs/ Speech & Language, Foodbanks, Grants/Household Items, Family Support, Other, Baby/Toddler/Children’s Groups  | **Please email** **charlotte.gray@nelincs.gov.uk** **or** **machaela.stuart@nelincs.gov.uk****To receive a directory of services** You can also access the below link to know what there is within the local community[Simply Connect North East Lincs - connecting you to your local community](https://nelincs.simplyconnect.uk/) [Community - Connect NEL](https://connectnel.com/) |
| **Range of links to practical resources to support SEMH** | **Download this document from the Local Offer**[**https://sendlocaloffer.nelincs.gov.uk/resources-for-sencos-teachers-and-professionals#SEMH-professionals**](https://sendlocaloffer.nelincs.gov.uk/resources-for-sencos-teachers-and-professionals#SEMH-professionals) |
| **Example school charter** - It is important for all school staff to promote positive values for all students they work with. This Charter sets out what is expected, how this can be achieved and why it is important in the lives of the children we are working with.   | **Download this document from the Local Offer**[**https://sendlocaloffer.nelincs.gov.uk/resources-for-sencos-teachers-and-professionals#SEMH-professionals**](https://sendlocaloffer.nelincs.gov.uk/resources-for-sencos-teachers-and-professionals#SEMH-professionals) |
| **Significant Loss Resources**  | Email the Educational Psychology team at EPService@nelincs.gov.uk to receive resources on significant loss and change for pupils from Early Years through to college. This includes having family in prison, deployed in the forces, divorce and other changes. |
| **High Quality Teaching Checklist** | **Download this document from the Local Offer**[**https://sendlocaloffer.nelincs.gov.uk/resources-for-sencos-teachers-and-professionals#SEMH-professionals**](https://sendlocaloffer.nelincs.gov.uk/resources-for-sencos-teachers-and-professionals#SEMH-professionals) |
| **Best Practice for an Inclusive Classroom Checklist** | **Download this document from the Local Offer**[**https://sendlocaloffer.nelincs.gov.uk/resources-for-sencos-teachers-and-professionals#SEMH-professionals**](https://sendlocaloffer.nelincs.gov.uk/resources-for-sencos-teachers-and-professionals#SEMH-professionals) |
| **Emotionally Based School Avoidance (EBSA)** | **Download this document from the Local Offer**[**https://sendlocaloffer.nelincs.gov.uk/resources-for-sencos-teachers-and-professionals#SEMH-professionals**](https://sendlocaloffer.nelincs.gov.uk/resources-for-sencos-teachers-and-professionals#SEMH-professionals) |
| **A Therapeutic Treasure Box for working with children and adolescents with developmental trauma – for all ages**  | <https://www.amazon.co.uk/Therapeutic-Treasure-Children-Adolescents-Developmental/dp/1785922637> |
| **The Homunculi Approach** | <https://www.amazon.co.uk/Homunculi-Approach-Social-Emotional-Wellbeing/dp/1843105519> |
| **CBT toolkit for children and adolescents** | <https://www.amazon.co.uk/CBT-Toolbox-Children-Adolescents-Worksheets/dp/1683730755> |
| **The Incredible 5 Point Scale *and* A 5 Is Against the Law** | <https://www.amazon.co.uk/Incredible-5-Point-Scale-Significantly-Improved/dp/1937473074> |
| **Bouncing Back and Coping with Change – designed for 9yrs to 14 yrs. to support building resilience**  | <https://www.amazon.co.uk/Bouncing-Back-Coping-Change-Resilience/dp/1906531684> |
| **Zones of Regulation** | <https://www.zonesofregulation.com/index.html> |
| **Therapeutic story books, as well as other really useful resources by Margot Sunderland** | [https://www.amazon.co.uk/Margot-Sunderland/e/B001H6GF82%3Fref=dbs\_a\_mng\_rwt\_scns\_share](https://www.amazon.co.uk/Margot-Sunderland/e/B001H6GF82%3Fref%3Ddbs_a_mng_rwt_scns_share) |
| **Drawing the Ideal Self** | <https://www.drawingtheidealself.co.uk/>  |
| **Socially Speaking** | [Socially Speaking: Pragmatic Social Skills Programme for Pupils with Mild to Moderate Learning Disabilities : Schroeder, Alison, Jomain, Jacqueline M.: Amazon.co.uk: Books](https://www.amazon.co.uk/Socially-Speaking-Pragmatic-Programme-Disabilities/dp/185503252X/ref%3Dsr_1_1?adgrpid=1185274458179724&hvadid=74079861348037&hvbmt=be&hvdev=c&hvlocphy=69211&hvnetw=o&hvqmt=e&hvtargid=kwd-74079814034020%3Aloc-188&hydadcr=24434_2219260&keywords=socially+speaking+programme&qid=1665494117&sr=8-1) |
| **Friendship Terrace** | <https://www.blacksheeppress.co.uk/product/friendship-terrace-friendship-skills/>  |
| **Talkabout Activities: Developing Social Communication Skills**  | [Talkabout - Book Series - Routledge & CRC Press](https://www.routledge.com/Talkabout/book-series/SMT)[What is TALKABOUT? – Alex Kelly Ltd](http://alexkelly.biz/alexs-work-and-talkabout/) |
| **101 Games for Social Skills** | [101 Games for Social Skills - Jenny Mosley Education Training and Resources (circle-time.co.uk)](https://www.circle-time.co.uk/product/101-games-for-social-skills/) |
| **Books about managing emotions –** 'The Huge Bag of Worries' (Virginia Ironside); 'A Volcano in My Tummy' (E Whitehouse and W Pudney); 'The Red Beast' (K Al-Ghani) and 'How are you feeling today?' (Molly Potter)  | All available to order online, e.g. via [www.amazon.co.uk](http://www.amazon.co.uk)  |
| **Starving the Anger Gremlin and Starving the Anxiety Gremlin**  | <https://uk.jkp.com/collections/author-kate-collins-donnelly-pid-210607> Free downloadable copies can be found at – [www.socialworkerstoolbox.com](http://www.socialworkerstoolbox.com)  |
| **My Hidden Chimp** | [My Hidden Chimp by Prof. Steve Peters | Book | Chimp Management Official Site](https://chimpmanagement.com/books-by-professor-steve-peters/my-hidden-chimp/) |
| **Volcano in my Tummy**  | [A Volcano in My Tummy: Helping Children to Handle Anger - Free Social Work Tools and Resources: SocialWorkersToolbox.com](http://www.socialworkerstoolbox.com/a-volcano-in-my-tummy-helping-children-to-handle-anger/) |
| **Lemons or Lemonade?: Anger Workbook for Teens** | [Lemons or Lemonade?: An Anger Workbook for Teens - Free Social Work Tools and Resources: SocialWorkersToolbox.com](http://www.socialworkerstoolbox.com/lemons-or-lemonade-an-anger-workbook-for-teens/) |
| **SheffKids** for a range of resources including one page profiles | [Resources (sheffkids.co.uk)](https://sheffkids.co.uk/resources/) |
| **Playfulness, Acceptance, Curiosity, Empathy – PACE**An attitude of PACE - Playfulness, Acceptance, Curiosity, Empathy - aims to enable staff to engage with children and young people who have experienced neglect, abuse and trauma. | <http://www.danielhughes.org/p.a.c.e..html>  |
| **Restorative Approaches** - A restorative approach in schools helps develop a healthier learning environment, where children and young people take responsibility over their own behaviour and learning. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. | <https://restorativejustice.org.uk/restorative-practice-schools>  |
| **Social and Emotional Aspects of Learning (SEAL)** | [[ARCHIVED CONTENT] UK Government Web Archive - The National Archives](https://webarchive.nationalarchives.gov.uk/ukgwa/20110812101121/http%3A/nsonline.org.uk/node/87009)  |
| **Nurturing Social and Emotional Development** | <https://www.nurtureuk.org/product/nurturing-social-emotional-skills/> |
| **The Wellbeing Toolkit** | <https://www.nurtureuk.org/product/the-wellbeing-toolkit/> |
| **The Thrive Approach -** provides a model of development comprised of a number of stages that children and young people are expected to progress through. | [www.thriveapproach.com](http://www.thriveapproach.com)  |
| **Circle of Friends -** approach seeks to develop a support network around individuals in the school community who are experiencing social difficulties. | [A Circle Of Friends | Reducing Exclusions | Inclusion Facilitation (inclusive-solutions.com)](https://inclusive-solutions.com/circles/circle-of-friends/what-is-a-circle-of-friends/)  |
| **Circle of Adults -** Supporting staff in problem-solving around challenging behaviour**:** Circle of adults is a meeting where all relevant professionals can discuss issues, experiences, and concerns with a view to joint problem solving. | <https://www.babcockldp.co.uk/babcock_l_d_p/Educational-Psychology/Downloads/Circle-of-Adults.pdf> |
| **Emotion Coaching -** based on the understanding that all behaviour is a form of communication and is driven by an emotional response. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. | <https://www.emotioncoachinguk.com/research> <https://www.bathspa.ac.uk/education/research/emotion-coaching/>  |
| **Emotional Literacy Support Assistants (ELSA)** | Training is available from the Community Educational Psychology Service[www.elsanetwork.org](http://www.elsanetwork.org).  |
| **MAPs (Making Action Plans) -** A team approach to person-centred planning in order to support young people to identify goals. | <http://www.inclusive-solutions.com>  |
| **Motivational Interviewing -** Motivational Interviewing is a method of positive behaviour management which is achieved by active reflective listening to the pupil. | <https://edpsy.org.uk/blog/2018/developing-motivational-interviewing-use-amongst-uk-eps/> <https://www.cambridge.org/core/journals/behavioural-and-cognitive-psychotherapy/article/establishing-theoretical-stability-and-treatment-integrity-for-motivational-interviewing/D55E97336E74C1C19901A4373822E218> <http://homelesshub.ca/resource/motivational-interviewing-open-questions-affirmation-reflective-listening-and-summary>  |
| **Solution Circles – ‘**Solution Circles’ is an evidence based problem solving approach. | <https://inclusive-solutions.com/circles/solution-circles> You can see the steps outlined on the following YouTube clip: [www.youtube.com/watch?v=QCnZVIgHKPc](http://www.youtube.com/watch?v=QCnZVIgHKPc)  |
| **Lego-Based Therapy -** to promote social development in children using Lego as a resource.**Jewellery therapy club** | <https://www.bricks-for-autism.co.uk/research> [Lego club planning and resources | Teaching Resources (tes.com)](https://www.tes.com/teaching-resource/lego-club-planning-and-resources-11798511)[Building Brick Therapy Group Resources BUNDLE - Item 128 (elsa-support.co.uk)](https://www.elsa-support.co.uk/resources/building-brick-therapy-group-resources-item-128/)[Building Brick Information | Lego Therapy Resources | SEN (twinkl.co.uk)](https://www.twinkl.co.uk/resource/t-s-639-lego-therapy-group-information-sheet)[1,380 Top "Jewellery Therapy" Teaching Resources curated for you (twinkl.co.uk)](https://www.twinkl.co.uk/search?q=jewellery+therapy) |
| **Social stories and Comic Strip conversations** | https://[www.derby.gov.uk/media/derbycitycouncil/contentassets/documents/sendlocaloffer/comicstrip-](http://www.derby.gov.uk/media/derbycitycouncil/contentassets/documents/sendlocaloffer/comicstrip-) conversations-booklet.pdfThe New Social Story Book; Carol Gray (2015)[Trafford guide to writing social stories](https://search3.openobjects.com/mediamanager/trafford/fsd/files/sl_writing_social_stories.pdf)Comic strip conversations; Carol Gray (1994) |
| **Solution Focused Approaches** | [Solution-focused work with young people](https://www.nspcc.org.uk/globalassets/documents/publications/solution-focused-practice-toolkit.pdf)[Solution-focused practice toolkit | NSPCC Learning](https://learning.nspcc.org.uk/research-resources/2015/solution-focused-practice-toolkit) |
| **Guided Visualisations** | [Good Vibes & Visualisations - Good Vibes and Visualisations (guidedvisualisations.co.uk)](https://guidedvisualisations.co.uk/) |
| **Mindfulness** | [Bringing Mindfulness into Schools - Mindful](https://www.mindful.org/mindfulness-in-education/)[Benefits of Mindfulness in Education | Mindful Schools](https://www.mindfulschools.org/about-mindfulness/why-is-mindfulness-needed-in-education/) |
| **Depression** | [Depression Archives - Free Social Work Tools and Resources: SocialWorkersToolbox.com](http://www.socialworkerstoolbox.com/category/mental-health/depression/) |
| **Suicide** | [Safeguarding: Self-Harm and Suicide Prevention | Learning resources | National Improvement Hub (education.gov.scot)](https://education.gov.scot/improvement/learning-resources/safeguarding-self-harm-and-suicide-prevention/)[Suicide prevention: resources and guidance - GOV.UK (www.gov.uk)](https://www.gov.uk/government/collections/suicide-prevention-resources-and-guidance)[TOOLKIT School based Suicide Prevention Intervention and Postvention (cumbria.gov.uk)](https://www.cumbria.gov.uk/eLibrary/Content/Internet/537/6381/42179103528.pdf)[Papyrus UK Suicide Prevention | Prevention of Young Suicide (papyrus-uk.org)](https://www.papyrus-uk.org/)[Suicide Archives - Free Social Work Tools and Resources: SocialWorkersToolbox.com](http://www.socialworkerstoolbox.com/category/mental-health/suicide/) |
| **Mood juice – mental health** | [Moodjuice - Children's Health Scotland (childrenshealthscotland.org)](https://www.childrenshealthscotland.org/resource/moodjuice/)[Moodjuice - Oxfordshire Mind Guide (oxmindguide.org.uk)](https://www.oxmindguide.org.uk/minditem/moodjuice/) |
| **Anxiety**  | [www.anxietybc.com](http://www.anxietybc.com)*The Anxiety Workbook For Teens: Activities to Help You Deal With Anxiety & Worry;* Lisa Schab (2008)[Anxiety Archives - Free Social Work Tools and Resources: SocialWorkersToolbox.com](http://www.socialworkerstoolbox.com/category/mental-health/anxiety/)[Anxiety In The Classroom | School Anxiety | Free Resources](https://anxietyintheclassroom.org/)[Anxiety Resource for education staff | HandsOn (handsonscotland.co.uk)](https://www.handsonscotland.co.uk/anxiety-resource-education/)[Anxiety : Mentally Healthy Schools](https://mentallyhealthyschools.org.uk/mental-health-needs/anxiety/)[Untitled (southglos.gov.uk)](https://www.southglos.gov.uk/documents/Classroom-Resources.pdf) |
| **Self-Harm** | [Self Harm | West Sussex Services for Schools](https://schools.westsussex.gov.uk/Services/4720)[Intentional self-harm](http://www.inourhands.com/wp-content/uploads/2016/02/No-Harm-Done-Professionals-Pack-1.pdf) [Self-harm Archives - Free Social Work Tools and Resources: SocialWorkersToolbox.com](http://www.socialworkerstoolbox.com/category/mental-health/self-harm/)[Self-harm : Mentally Healthy Schools](https://mentallyhealthyschools.org.uk/mental-health-needs/self-harm/)[Safeguarding: Self-Harm and Suicide Prevention | Learning resources | National Improvement Hub (education.gov.scot)](https://education.gov.scot/improvement/learning-resources/safeguarding-self-harm-and-suicide-prevention/)[Young People who self-harm - New Resource for School Staff Published — Department of Psychiatry (ox.ac.uk)](https://www.psych.ox.ac.uk/news/young-people-who-self-harm-new-resource-for-school-staff-published)[Self-Harm | Teaching Resources (tes.com)](https://www.tes.com/teaching-resource/self-harm-12748281) |
| **Self-Esteem**  | [Self-esteem Archives - Free Social Work Tools and Resources: SocialWorkersToolbox.com](http://www.socialworkerstoolbox.com/category/mental-health/self-esteem/)[Self-Esteem Resources | Self-Esteem Ebooks Discussing A Person's Sense of Value and Developing Confidence | All Resources](https://www.allresources.co.uk/personal-development-resources/self-esteem-resources/)[Self-esteem – lesson plan for primary schools (Breathe Education) – Breathe Education (breathe-edu.co.uk)](https://breathe-edu.co.uk/resource/self-esteem-lesson-plan-for-primary-schools-breathe-education/)[Self-esteem top tips : Mentally Healthy Schools](https://mentallyhealthyschools.org.uk/resources/self-esteem-top-tips/)[18 Best Self-Esteem Worksheets and Activities (Incl. PDF) (positivepsychology.com)](https://positivepsychology.com/self-esteem-worksheets/) [9,867 Top "Self Esteem" Teaching Resources curated for you (twinkl.co.uk)](https://www.twinkl.co.uk/search?q=self+esteem&c=244&r=parent)[Resources | Dove Self-esteem project (nationalschoolspartnership.com)](https://www.dove.nationalschoolspartnership.com/resources)[Self-esteem ELSA Resources - ELSA Support (elsa-support.co.uk)](https://www.elsa-support.co.uk/resources/category/elsa-resources/self-esteem/) |
| **Eating Problems & Body Image** | [Eating Problems & Body Image Archives - Free Social Work Tools and Resources: SocialWorkersToolbox.com](http://www.socialworkerstoolbox.com/category/mental-health/eating-problems/)[Body image | YoungMinds](https://www.youngminds.org.uk/young-person/coping-with-life/body-image/)[Body Image Resources: Resources for Teens and Parents | Joon Teletherapy](https://www.joon.com/resources/body-image)[Free Body Image Resources for Parents and Teachers — The Body Happy Org](https://www.bodyhappyorg.com/resources)[Body image : Mentally Healthy Schools](https://mentallyhealthyschools.org.uk/risks-and-protective-factors/lifestyle-factors/body-image/)[Dove Self-Esteem Project workshops for schools – Dove](https://www.dove.com/uk/dove-self-esteem-project/school-workshops-on-body-image-confident-me.html) |
| **Bereavement, Grief & Loss** | [Grief & Loss Archives - Free Social Work Tools and Resources: SocialWorkersToolbox.com](http://www.socialworkerstoolbox.com/category/mental-health/grief-loss/)[Online resources for schools | Child Bereavement UK](https://www.childbereavementuk.org/online-learning-for-schools#:~:text=Online%20resources%20for%20schools%20The%20Child%20Bereavement%20UK,Learning.%20Having%20honest%20conversations%20about%20death%20and%20grief)[Grief and Loss Resources for Educators | NEA](https://www.nea.org/professional-excellence/student-engagement/tools-tips/grief-and-loss-resources-educators) [Grief resources for children and young people - Barnardos Education Hub (educators-barnardos.org.uk)](https://www.educators-barnardos.org.uk/themes/grief)[Grief Resources for School Personnel | Dougy Center](https://www.dougy.org/resources/audience/school-personnel)[Just a moment... (childhoodbereavementnetwork.org.uk)](https://childhoodbereavementnetwork.org.uk/if-you-need-help-around-death/schools/resources-schools-0)[Bereavement resources for parents and school staff - ELSA Support (elsa-support.co.uk)](https://www.elsa-support.co.uk/bereavement-resources-for-parents-and-school-staff/)[Bereavement Guidance and Resources for Schools - Sudden](https://sudden.org/information-for-schools/)[Advice for schools supporting bereaved pupils | Winston’s Wish (winstonswish.org)](https://www.winstonswish.org/supporting-you/support-for-schools/)[Schools - Cruse Bereavement Support](https://www.cruse.org.uk/organisations/schools/) |
| **Sleep problems** | Sleep Service – for more information contact: Claire Earley – Claire.Earley@kids.org.uk [Sleep Problems Archives - Free Social Work Tools and Resources: SocialWorkersToolbox.com](http://www.socialworkerstoolbox.com/category/mental-health/sleep-problems/) |
| **Stress** | [Stress Archives - Free Social Work Tools and Resources: SocialWorkersToolbox.com](http://www.socialworkerstoolbox.com/category/mental-health/stress/)[Tips for children on managing stress : Mentally Healthy Schools](https://mentallyhealthyschools.org.uk/resources/tips-for-children-on-managing-stress/)[Wellbeing activities: managing stress | British Red Cross](https://www.redcross.org.uk/get-involved/teaching-resources/wellbeing-activities-managing-stress) |
| **Group work** | [Group work Archives - Free Social Work Tools and Resources: SocialWorkersToolbox.com](http://www.socialworkerstoolbox.com/category/activities/group-work/) |
| **Individual work** | [Individual work Archives - Free Social Work Tools and Resources: SocialWorkersToolbox.com](http://www.socialworkerstoolbox.com/category/activities/individual-work/) |
| **Regulation Activities**  | [Lincolnshire Behaviour Outreach Support Service (BOSS) - Family Action (family-action.org.uk)](https://www.family-action.org.uk/what-we-do/children-families/lincs-boss/)[Whole-Class-Happy-Pack-High-Res.pdf (beaconhouse.org.uk)](https://beaconhouse.org.uk/wp-content/uploads/2019/09/Whole-Class-Happy-Pack-High-Res.pdf) |
| **Anti-bullying** | [Anti-Bullying Week 2021 resources | NSPCC Learning](https://learning.nspcc.org.uk/research-resources/schools/anti-bullying-resources#:~:text=Browse%20our%20range%20of%20resources%20to%20support%20your,%28A%20leaflet%20for%20Deaf%20adults%29%20...%20More%20items)[Anti-bullying Resources (antibullyingpro.com)](https://www.antibullyingpro.com/resources)[Just a moment... (anti-bullyingalliance.org.uk)](https://anti-bullyingalliance.org.uk/anti-bullying-week/school-resources)[Resources | StopBullying.gov](https://www.stopbullying.gov/resources/external) |
| **Anger** | [Anger Archives - Free Social Work Tools and Resources: SocialWorkersToolbox.com](http://www.socialworkerstoolbox.com/category/mental-health/anger/) |
| **Useful Assessments**[**Return to Contents**](#Contents) |
| **SEMH Positive Outcomes Toolkit (SPOT) 2022** – contains an SEMH Profile to identify needs as well as a range of strategies and resources to support development | **Download the SPOT Toolkit**[**https://sendlocaloffer.nelincs.gov.uk/resources-for-sencos-teachers-and-professionals#SEMH-professionals**](https://sendlocaloffer.nelincs.gov.uk/resources-for-sencos-teachers-and-professionals#SEMH-professionals) |
| **ASPIRE Screening Tool Sept 2022 –** thisScreening Tool is designed to help identify those students early in their education so that the appropriate referrals, interventions and support can be in place for them, their families and educational settings as a preventative and holistic approach to avoid them being at risk of exclusion further into their education. | To get this document please email**mailto:aspire@nelincs.gov.uk** |
| **Antecedent, Behaviour and Consequences Charts**  | Freely available examples can be found on the internet.[abc-chart.pdf (nottinghamcity.gov.uk)](https://www.nottinghamcity.gov.uk/media/1536423/abc-chart.pdf)[What is a Functional Analysis of Behavior in CBT? (positivepsychology.com)](https://positivepsychology.com/functional-analysis-cbt/) |
| **Strengths & Difficulties Questionnaire (SDQ) -** The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire about 2-17 year olds. Versions of the questionnaire are available for pupils, parents and teachers to complete. | <https://www.sdqinfo.org>  |
| **Boxall Profile** – A checklist framework for assessment of social, emotional and behavioural difficulties.  | <https://boxallprofile.org>  |
| **CORC** - The Child Outcomes Research Consortium (CORC) is the UK’s leading membership organisation that collects and uses evidence to improve children and young people’s mental health and wellbeing.The outcome and experience measures are intended to serve as an easily accessible resource to measure children and young people’s mental health and wellbeing. | <https://www.corc.uk.net/outcome-experience-measures/> |
| **Emotional Literacy** – A series of checklists designed to discover where pupils’ strengths and weaknesses are in the area of emotional literacy e.g. self-awareness, motivation, empathy, social skills.  | <https://www.elsa-support.co.uk/downloads/>  |
| **Measures of Children’s Mental Health & Psychological Wellbeing** – A series of simple, questionnaire based assessments that can be used to assess a range of children’s social and emotional skills, individually or in groups. Includes resilience, social behaviour and belonging. Suitable for 2 to 20 years. | <https://www.gl-assessment.co.uk/>  |
| **SEMHD-** Where good formative assessment does not give enough diagnostic detail there are a range of commercially available assessment tools. Providers include: GL Assessment; NFER; Pearson | <https://www.pearsonclinical.co.uk/Education/Education.aspx> <https://www.nfer.ac.uk/for-schools/free-resources-advice/>  |
| **Pupil Attitude to Self & School (PASS)** - An all-age attitudinal survey that provides a measurement of a pupil’s attitudes towards themselves as learners and their attitudes towards school. | <https://www.gl-assessment.co.uk/products/pupil-attitudes-to-self-and-school-pass/>  |
| **Revised Children’s Anxiety and Depression Scale (R-CADS)** –A series of questionnaires that measure the reported frequency of symptoms of anxiety and low mood, including separation anxiety, social phobia, panic, obsessive compulsion and low mood. | <https://www.corc.uk.net/outcome-experience-measures/revised-childrens-anxiety-and-depression-scale-and-subscales/>  |
| **Spectrum database**Social, Psychological, Emotional, Concepts of Self and Resilience outcomes: Understanding and Measurement (SPECTRUM)The project includes assessments for the following:Motivation, goal orientation and perseverance | <https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluating-projects/measuring-essential-skills/>  |
| **Useful Websites** [**Return to Contents**](#Contents) |
| **Emotionally Based School Avoidance (EBSA)** | [Emotionally Based School Avoidance Suffolk County Council](https://www.suffolk.gov.uk/children-families-and-learning/wellbeing-for-education-return/ebsa-emotionally-based-school-avoidance/)[Emotionally Based School Avoidance Staffordshire County Council](https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/School-toolkit/EPS-COVID-19-recovery-materials/Emotionally-based-school-avoidance/Emotionally-Based-School-Avoidance-Guidance-SCC-EPS-Sept-2020-PDF.pdf)[Emotionally Based School Avoidance Sheffield County Council](https://learnsheffield.co.uk/Downloads/Emotional-Health-and-Wellbeing/EBSA%20Guidance%20Sheffield%20EPS%20FINAL.pdf)[Not Fine in School - School Refusal, School Attendance](https://notfineinschool.co.uk/)[home | squarepeg (teamsquarepeg.org)](https://www.teamsquarepeg.org/) |
| **Beacon House Resources** – contains some really informative and helpful resources to support a Trauma Informed approach | [Home (beaconhouse.org.uk)](https://beaconhouse.org.uk/?section=welcome-to-beacon-house) |
| **ELSA Support** - A range of resources, games etc. to support different areas of mental health; anxiety, anger, emotions, mindfulness etc. | <https://www.elsa-support.co.uk/category/free-resources/>  |
| **FREED** - If you or someone you care about is suffering from an eating disorder the best way forward is to get help and support as early as possible.If you are 17.5 to 25 years old and have been living with an eating disorder for three years or less, then you may be eligible to access support through **FREED.** | [FREED :: NAViGO (rharianfields.co.uk)](https://rharianfields.co.uk/freed)[First Episode Rapid Early Intervention for Eating Disorders | FREED (freedfromed.co.uk)](https://freedfromed.co.uk/) |
| **Mental Health Resources and Guidance for Schools** | [Range of supportive resources for Primary and Secondary](https://www.mentallyhealthyschools.org.uk/resources/)<https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges><https://www.annafreud.org/><https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/><https://www.minded.org.uk/><https://www.time-to-change.org.uk/><https://youngminds.org.uk/>[Mental health resources for schools, parents, caregivers and young people | Mental Health Foundation](https://www.mentalhealth.org.uk/our-work/programmes/families-children-and-young-people/resources)[Wellbeing Recovery Action Plan Resource](https://www.mentallyhealthyschools.org.uk/resources/wellbeing-action-plan/)[Mental Health Resources For Children and Young People | YoungMinds](https://www.youngminds.org.uk/professional/resources/)[Charlie Waller Trust, mental health charity](https://charliewaller.org/)[Mental health resources for schools and teachers - Compass (compass-uk.org)](https://www.compass-uk.org/services/north-east-lincolnshire-mhst/mental-health-resources-for-schools-and-teachers/) |
| **Foetal Alcohol Spectrum Disorder** | [Home - Learn about FASD - Me & My FASD](https://fasd.me/)[http://www.fasdnetwork.org](http://www.fasdnetwork.org/)[http://www.nofas-uk.org](http://www.nofas-uk.org/)[https://nationalfasd.org.uk](https://nationalfasd.org.uk/)[https://www.fasdcymru.org](https://www.fasdcymru.org/)<https://www.nhsaaa.net/services-a-to-z/fetal-alcohol-spectrum-disorder-fasd>[www.fasdclinic.com](http://www.fasdclinic.com/) [www.adoptionuk.org/fasd-hub](http://www.adoptionuk.org/fasd-hub) [Supporting Children & Young People with FASD for Professionals - The Seashell Trust](https://www.seashelltrust.org.uk/intro-fasd/) |
| **Information and Resources around Developmental Trauma and Attachment** | [Home (beaconhouse.org.uk)](https://beaconhouse.org.uk/?section=welcome-to-beacon-house)[The Compassionate and Connected Classroom: A health and wellbeing curricular resource for upper primary | Learning resources | National Improvement Hub (education.gov.scot)](https://education.gov.scot/improvement/learning-resources/compassionate-and-connected-classroom)[Shame (oxfordshire.gov.uk)](https://www.oxfordshire.gov.uk/sites/default/files/file/childrens-social-care/understandingshameandguiltaccess.pdf)[Trauma and Shame | Out of Home Care Toolbox (oohctoolbox.org.au)](https://www.oohctoolbox.org.au/trauma-and-shame)[The Shield of Shame: what is it & how can we help? (learningandwellbeing.org)](https://www.learningandwellbeing.org/post/the-shield-of-shame)[Developmental Trauma - Help Children Live Better](https://helpchildrenlivebetter.co.uk/developmental-trauma/)[Trauma Informed Schools UK](https://www.traumainformedschools.co.uk/)[What survival looks like at primary school for children with developmental trauma : Mentally Healthy Schools](https://www.mentallyhealthyschools.org.uk/resources/what-survival-looks-like-at-primary-school-for-children-with-developmental-trauma/)[Safe Hands Thinking Minds | Relational and developmental trauma in children](http://www.safehandsthinkingminds.co.uk/)[BraveHeart Education - #1 Attachment and Trauma Training](https://www.bravehearteducation.co.uk/)[Therapeutic Thinking schools - Brighter Futures For Children](https://brighterfuturesforchildren.org/professionals/school-standards-services/therapeutic-thinking-schools/)[Attachment Aware Schools – Bath Spa University](https://www.bathspa.ac.uk/projects/attachment-aware-schools/) |
| A selection of games to play to build children’s social and emotional awareness | <https://www.understood.org/en/school-learning/learning-at-home/games-skillbuilders/social-emotional-activities-for-children>  |
| Resources aimed at autistic pupils, but could be used with others to support change, particularly around COVID 19. | <https://managing-change.middletownautism.com/>  |
| A range of social stories and resources around a lot of different life issues, including COVID 19, that can be used to support children’s understanding. | <https://www.autismlittlelearners.com/search/label/My%20Freebies?updated-max=2020-07-05T17:59:00-07:00&max-results=20&start=20&by-date=false>  |
| Create a free account to access certain activities and resources to support mindfulness and well-being. | <https://www.bookofbeasties.com/>  |
| iPad Apps for Complex Communication Support Needs | <https://www.callscotland.org.uk/downloads/posters-and-leaflets/ipad-apps-for-complex-communication-support-needs/>  |
| Great website that offers a range of free and downloadable resources that covers a huge range of needs. | [www.socialworkerstoolbox.com](http://www.socialworkerstoolbox.com)[Children & Young people Archives - Free Social Work Tools and Resources: SocialWorkersToolbox.com](http://www.socialworkerstoolbox.com/category/mental-health/children-young-people/) |
| Lots of free resources and ideas to support CYP with autism but useful for a range of CYP with SEMH and FASD | <https://autismteachingstrategies.com/> |

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**Glossary of Terms**

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| **Abbreviation**  | **Explanation** |
| CYP | Child and Young Peron or Children and Young People |
| SEMH | Social, Emotional and Mental Health |
| APDR | Assess, Plan, Do Review |
| ACEs | Adverse Childhood Experiences |
| ADHD | Attention Deficit Hyperactivity Disorder |
| ADD | Attention Deficit Disorder |
| FASD | Foetal Alcohol Spectrum Disorder |
| ASD | Autistic Spectrum Disorder |
| EP | Educational Psychologist |
| YMM | Young Minds Matter |
| SAS | Specialist Advisory Service  |
| CoP | Code of Practice  |
| EHC Plan | Education Health and Care Plan |
| IEP, PSP | Individual Education Plan, Pastoral Support Plan |
| SEND | Special Educational Needs and Disability  |
| SENDCo | Special Educational Needs and Disability Co-ordinator  |
| PEP | Personal Education Plan |
| EBSA / EBBSA | Emotionally Based School Avoidance / Emotionally Based Barriers to School Attendance |

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