

Core Standards for SEND for Swindon

Guidance Materials

Swindon Core Standards for SEND

3.3: Social Emotional and Mental Health difficulties (SEMH)

Universal Provision

A child/young person with social, emotional and mental health difficulties should have reasonable adjustments made through Universal Provision and Quality First Teaching/High Quality teaching which enable them to access the curriculum and participate fully. For instance, they should have access to:

- structured emotional literacy teaching/interventions
- a safe space to use in times of crisis/overload
- clear behaviour targets that are praised/rewarded when achieved
- structured social skills teaching/interventions
- staff modelling and reinforcing specific social skills and emotional literacy skills
- a Buddy/befriender system or similar at play and lunch times
- access to a quiet work area or resources to support focus and attention such as ear defenders, a wobble cushion or a work screen

Identification of SEN

A pupil may have special educational needs (SEN) in the area of Social, Emotional and Mental Health (SEMH) if their difficulties impact on their access to the curriculum and/or cause a barrier to their learning or their interactions with others or ability to successfully communicate their emotional needs and if the support required is additional to or different from that which would normally be expected for pupils of the same age.

A child or young person may be identified as having special educational needs (SEN) in the area of Social, Emotional and Mental Health (SEMH) if:

- in the Prime Area PSED of the EYFS curriculum, they are making slower than expected progress.
- they require targeted support to demonstrate positive learning behaviours that allow them and others to access the curriculum.
- they require targeted support to engage with learning, try new tasks and accept challenge.
- their difficulty regulating their emotions and communicating their emotional needs is impacting on their access to the curriculum.
- their low self-esteem and self-confidence is impacting on their access to the curriculum.
- they require targeted support to develop the skills to be able to successfully manage their relationships and to interact successfully with others.

SEN Support

A child at SEN Support level with social, emotional and mental health needs should have access to:

- targeted intervention groups to develop skills e.g. listening, attention, social interaction, emotional literacy.
- targeted support within the classroom to support their social interaction skills, emotional literacy skills and positive learning behaviours such as adult support for group work, adult support for managing challenge, adult reinforcement of positive learning behaviours.
- strategies, resources and targeted support to help them to manage the demands of the classroom e.g. movement/sensory breaks, access to a quiet work area, a time out card.

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- targeted support to manage at unstructured times such as play and lunch times, for instance targeted adult support if needed, a supported environment, a structured Buddy system, a structured target and reward system.

High Needs

As a guide, a child or young person may be identified as having High Needs in the area of Social Emotional and Mental Health if:

- they require a significant amount of targeted adult support throughout the day, in order to ensure their own safety and/or the safety of others.
- their emotional needs regularly lead to significant distress, anxiety or withdrawal.
- they have significant difficulty in successfully managing the demands of the school/classroom environment and require high levels of individual adult support and significant adaptations in order to do this successfully.
- they have significant difficulty in successfully managing relationships with others independently.

Provision at High Needs

The provision that a child or young person with High Needs under the area of social, emotional and mental health requires will be outlined in their Education, Health and Care Plan (EHCP). Details of EHC assessment and plans are contained within the 'Guidelines for Considering and Initiating an EHC Needs Assessment 2020'.