

## SEMH Pathways Clayton Village Primary School



### Appendix A

Pathway	Characteristics	Assessment required	Differentiation	Provision
<b>Pathway 1</b>	<p>A child may have mild presentation of social, emotional and mental health difficulties which could include issues with:</p> <ul style="list-style-type: none"> <li>· social skills</li> <li>· emotional awareness/regulation</li> <li>· resilience and self-esteem which is beginning to have an impact on some aspects of school life in areas such as academic progress, relationships or mental health.</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCo observation</li> <li>• Boxall Profiles</li> <li>• STAR analysis or similar.</li> </ul>	<p>Differentiation as part of high quality teaching needed in most subject areas. The teacher takes responsibility for devising, delivering and evaluating a personalised programme that accelerates learning. High quality teaching should include:</p> <ul style="list-style-type: none"> <li>· An appropriate whole school / setting ethos which includes a focus on the promotion of good mental health and well being</li> <li>· A positive behaviour policy which is socially and emotionally differentiated to meet the needs of all childs and reviewed with staff at least annually</li> <li>· A classroom and playground environment which focuses on supporting positive relationships and the development of social skills</li> <li>· The provision of planned opportunities for childs to learn social and emotional skills and build resilience</li> <li>· Consistent systems in place to ensure effective behaviour management strategies including effective consequences both positive and negative (rewards and sanctions)</li> <li>· Effective links between pastoral support, personal and social education, SEN and the curriculum</li> <li>· Differentiation of teaching and learning both academically and socially and emotionally</li> <li>· The planned teaching of personal social and emotional skills</li> <li>· Planned teaching of social communication skills</li> <li>· Personalised motivational reward systems covering targeted lessons / activities</li> <li>· Use of different teaching styles</li> <li>· Clear routines for transitions, for example planning for them with warnings</li> </ul>	<p>Working in small groups 1:1 support to facilitate access to the curriculum</p>

			<ul style="list-style-type: none"> <li>· Careful consideration to enable adjustments to classroom organisation, seating and group dynamics</li> <li>· Nurturing classroom approaches-Zones of Regulation, recognition board</li> <li>· Opportunities to develop positive relationships</li> <li>· Offering a child opportunities to take on responsibilities e.g. class monitors, prefects, school council reps</li> <li>· Coordinated approach to the child's support to promote sharing of Information about a child's needs/difficulties is shared with relevant staff</li> <li>· Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills.</li> <li>· Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks</li> <li>· Planned and regular opportunities for small group work based on identified need</li> </ul> <p>The child's day should be modified and/or differentiated with a strong emphasis on developing social and emotional regulation.</p> <p>The child may benefit from a predictable environment and routine within a structured curriculum with positive reinforcement.</p> <p>Additional adults support the child / child individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> <li>· Teach social and emotional skills and address behavioural targets on individualised plans.</li> <li>· Use key-working approaches to ensure the child / child has a trusted adult to offer support during vulnerable times.</li> <li>· Provide personalised reward systems known to all staff in school who have contact with the child, implemented consistently across the curriculum.</li> <li>· Deliver time-limited intervention programmes with staff who have knowledge and skills to address specific needs.</li> <li>· Enable some planned time in smaller groups in order to develop social skills and emotional regulation.</li> <li>· Provide access to appropriate support to aid the development of relationships (Buddies, Mentors,)</li> </ul>	
<p><b>Pathway 2</b></p>	<p>A child will have moderate presentation of social, emotional and mental health difficulties which is not responding to</p>	<ul style="list-style-type: none"> <li>● SENDCo observation over time</li> <li>● Risk assessments</li> </ul>	<p>School offer should be modified and differentiated with an emphasis on developing social skills and emotional regulation.</p> <p>This will include a predictable environment and routine within a structured curriculum with positive reinforcement.</p> <p>Bespoke Intervention – time bound and quantifiable:</p>	<p>additional adult support delivered through a combination of one-to-one, small group in</p>

	<p>previous support strategies. This could include issues with:</p> <ul style="list-style-type: none"> <li>• social skills</li> <li>• emotional awareness/regulation</li> <li>• resilience and self esteem which is having an impact on some aspects of school life in areas such as academic progress, relationships or mental health.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent meetings</li> <li>• Evidence from cpoms</li> </ul>	<p>Allow for assessing the child’s needs, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent/carer, child and where necessary other involved professionals should take place. Additional identified adults support the child individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> <li>• Access the curriculum in an inclusive mainstream setting.</li> <li>• Teach social and emotional skills daily to address targets on achievement cards</li> <li>• Use key-working approaches to ensure the child has a trusted adult to offer support/withdrawal during vulnerable times.</li> <li>• Plan and deliver time-limited and evaluated intervention programmes with Learning Mentor who has knowledge, skills and experience to address child’s specific needs.</li> <li>• Have planned, frequent time in smaller groups and individually in order to develop social skills and emotional regulation.</li> <li>• Provide opportunities for the child / child to develop self-monitoring skills at the end of each session</li> <li>• Enable regular access to appropriate support to aid the development of relationships</li> <li>• (Buddies, Mentors,)</li> </ul>	<p>order to facilitate access to the curriculum and deliver individually planned programmes of work. These may include:</p> <ul style="list-style-type: none"> <li>• Lego Therapy</li> <li>• Therapeutic Writing</li> <li>• Monster Magic</li> <li>• ELSA</li> <li>• Theraplay</li> </ul>
<p><b>Pathway 3</b></p>	<p>Child presents with severe and persistent levels of social, emotional, mental health difficulties at all times, which are complex and long term and have not responded sufficiently to strategies, provision and adjustments. This also affects access at times of high stress in some known and familiar contexts and with familiar support/people available.</p>	<ul style="list-style-type: none"> <li>• multi-agency involvement</li> <li>• parents/carer s and a range of</li> <li>• specialist professionals, such</li> <li>• as CAMHS</li> </ul>	<p>Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement. Consideration given to an environment that ensures the safety of the individual and others. Appropriately trained support for physical intervention/restraint. A monitoring system should be in place to identify short term targets from the EHCP, implement recommended provision and monitor and evaluate progress. Termly planned sharing of information including the parent and child should take place as well as a statutory annual review. Bespoke Intervention – time bound and quantifiable: Under the direction of the teacher, additional adults support the child as described to address the identified outcomes.</p>	<p>adult support delivered through a combination of one-to-one, small group in order to facilitate access to the curriculum and deliver individually planned programmes of work. These may include:</p>

	<p>SEMH needs are severe in terms of frequency, duration and intensity.          Difficulty managing emotional responses leading to extreme and demanding/ dangerous behaviour which affects safety of self and others.          SEMH needs profoundly affect access to learning due to frequency, duration and intensity.</p>		<p>Additional adults support the child individually and within a small group, under the direction of the teacher to;</p> <p>Access to a Social Emotional and Mental Health classroom, providing provision described above, plus:</p> <ul style="list-style-type: none"> <li>● Intensive use of key-working approaches to ensure the child has a trusted adult to offer support/withdrawal during vulnerable times.</li> <li>● Access to multi agency support and strategies.</li> <li>● Appropriately trained support for physical intervention/restraint.</li> <li>● Where identified in EHCP, access to therapeutic intervention, support and strategies.</li> </ul> <p>Curriculum</p> <ul style="list-style-type: none"> <li>● Provide a personalised reward systems known to all staff in school who have contact with the child, implemented consistently across the curriculum.</li> <li>● Highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</li> <li>● Adapted or alternative curriculum – (Students engaged in subject-specific learning).</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>● Use of modified and adapted teaching resources, materials and facilities to support teaching and learning / Use of specifically adapted teaching resources, materials and facilities to support teaching and learning / Bespoke and personalised resources to support the learning and mental and physical therapeutic specific needs of the child.</li> </ul> <p>Environment:</p> <ul style="list-style-type: none"> <li>● An environment with a high adult/child ratio</li> <li>● A highly bespoke environment with access specialist therapeutic facilities and resources</li> <li>● An environment that ensures the safety of the individual and others.</li> </ul>	<ul style="list-style-type: none"> <li>● A bespoke specialist environment</li> <li>● Enhanced teacher child ratio during learning times to facilitate access to the curriculum deliver programmes of work.</li> <li>● A high level of additional adult support with all aspects of self-care, self regulation and during non-structured times</li> </ul>
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