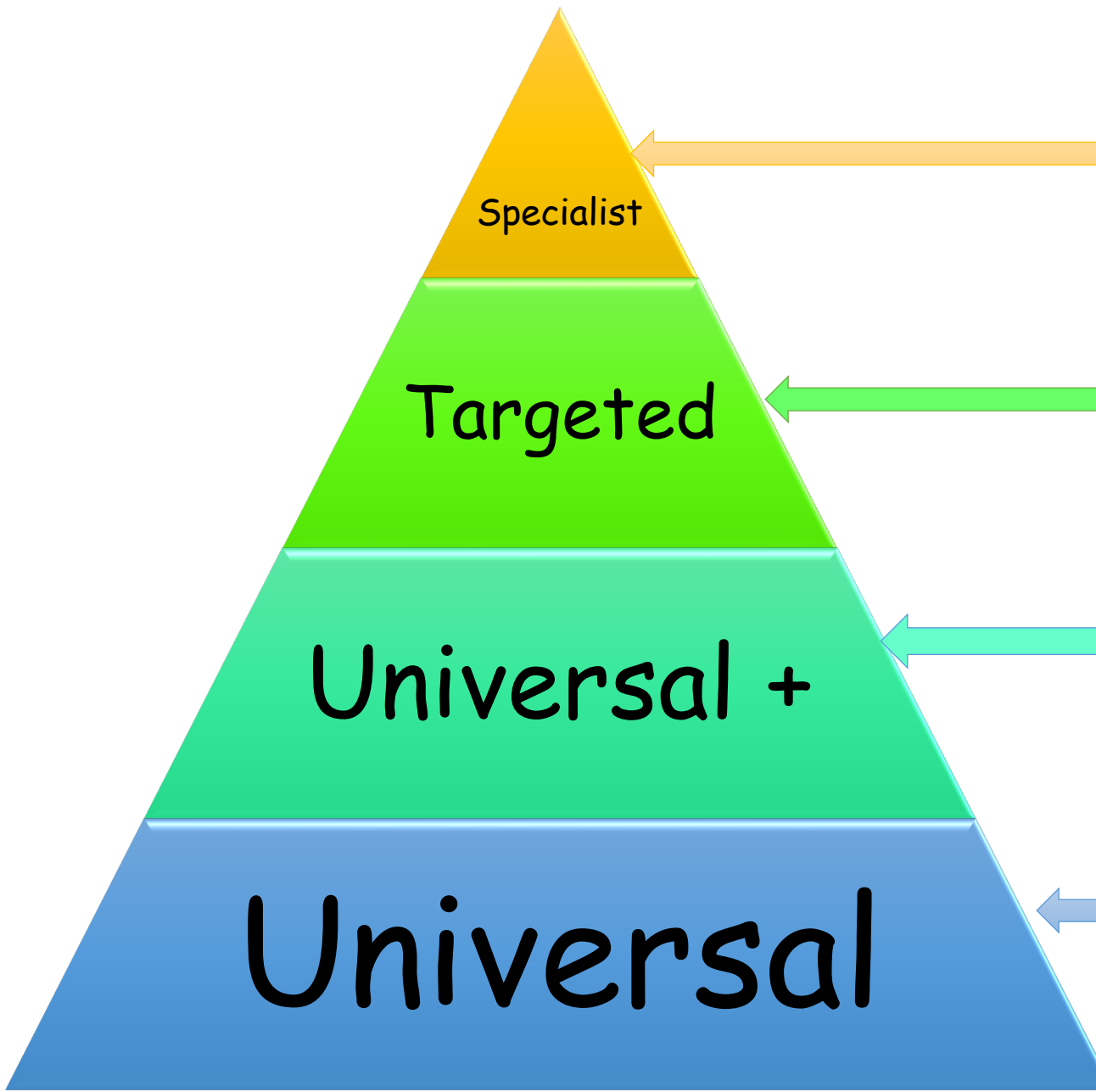




## **Graduated Response to Social Emotional Health and Wellbeing (SEMH) inclusion in school**

The purpose of this graduated response to SEMH in school is to clearly show the expectations for all staff within school with regards to SEMH and link these expectations to the roles and responsibilities each staff member has to all school pupils and their families.

It has been developed to fit within the Thrive Approach and also considers how we will work alongside our partner agencies to ensure the right support is in place for Children and Young People, in line with the [Thrive Conceptual Framework](#), [NICE Guidance](#), [SEND Code of Practice](#), [Safeguarding](#), [RHSE curriculum](#) and [Transforming Children and Young People's Mental Health Provision: A Green Paper](#).



- TADS
- CAMHS
- Compass pupil, staff and parent support
- Educational Psychology
- ASDAT team
- Specialist Paediatricians

- SENCO interventions e.g The Big A
- School Nursing
- Compass Groups/Workshops
- Keyworker/TA leading Precision Teaching
- TA use of Bereavement resources
- SCI Team
- Children's Therapy

- SENCO/DMHL - SFP's, Behaviour plans, EHCPs
- SFP reviews with staff, SENCO and parents
- Early Help and multi-agency co-production
- Stonewall/Barnardos training/awareness/resources
- Compass Workshops
- Pastoral TA interventions e.g Stay and Play, Knitter Natter, Social Skills Nurture group
- SEN interventions e.g Time to Talk, Wellcomm, Project X

- Quality First Teaching and staff training/awareness on Therapeutic Language, Trauma informed, Attachment and ASD Part 1 and 2
- Mental health and wellbeing plus personal development in curriculum with Tool kit and booklets
- Safeguarding awareness and procedures
- Inclusion plus Child + Adult mental health initiatives
- School + worship Council+ school job shop
- Awareness events, experiences and after school clubs
- Parents Events
- Animals in school, visitors and trips
- Anti-bullying and RHSE learning and posters reflecting diversity
- Child and adult mental health initiatives

## Universal

This level of support is available to all young people and their families in school, irrespective of identified need or assessments.

At universal level it is clear that different roles in school will have different responsibilities and, for example, we would not expect that lunchtime supervisors to have the same knowledge and responsibilities as a class teacher. However, we would expect that all staff have knowledge of what is expected in their role at this level and are competent in the delivery of this.

The examples provided are not an exhaustive list, but more an indication of the type of support available;

- Quality First Teaching
- Staff expertise, awareness and use of Therapeutic language, Trauma informed approaches, Attachment and ASD Awareness training Part 1 and 2
- Mental health and wellbeing covered in curriculum including 1 Decision learning
- Mental Health toolkit and Mindfulness booklets
- Children's Mental Health week activities
- Staff Mental Health Celebration Display
- Anti-Bullying week activities and RHSE curriculum
- P4C approaches and Kagan structures
- Safeguarding awareness and procedures with posters around school e.g NSPCC and Safeguarding Lead/Deputies photographs
- Personal Development
- Inclusion
- School and Worship Councils
- Christian Attribute beads-kindness, patience, goodness, self-control celebrated
- School Job Shop
- Different families celebrated through posters and books
- Awareness events, experiences and after school clubs
- Parents Events
- Animals in school and visitors in school
- Trips

### Universal +

Universal + encompasses all the support available at Universal with added support based on identified need. This need is likely to have been identified by the school staff, family or the young person themselves.

At universal + level it is likely that the class teacher or identified member of staff is most appropriate to deliver the support. Further guidance and support is offered by the school pastoral team and it is likely that specific plans will be in place to support decision making e.g SFP's to identify benefitting from Now/Next/Later visual timetables, visual prompt cards, emotions fans and adult photographic timetables.

The examples provided are not an exhaustive list, but more an indication of the type of support available;

- SENCO/DMHL - School Focused Plans, Behaviour Plans and Education Health Care Plans (EHCP)
- SFP reviews with staff, SENCO and parents
- Early Help and Team Around the Family Co-production meetings, involving families, SENCO/Early Help Lead, school staff and multi-agency involvement and co-production
- Stonewall/Barnardos training/awareness/resources
- Compass Workshops
- Pastoral TA interventions e.g EYFS 'Stay and Play' wellbeing club, KS 1 'Knitter Natter Club,' 'Social Skills for Children' KS1/2 Nurture group
- SEN interventions e.g EYFS: 'Time to Talk,' 'Music Interaction,' 'Wellcomm,' Speech and Language sessions plus RWInc catch up (1:1), KS 2 'Project X' Literacy intervention plus identified maths, literacy or fine motor/handwriting booster groups

### Targeted

This level encompasses all the support available at lower levels with added support based needs having been assessed, either in school or by external agencies, and cannot be met entirely at Universal +.

At Targeted level it is likely that the support would be offered exclusively within the pastoral team or from external agencies.

The examples provided are not an exhaustive list, but more an indication of the type of support available;

- SENCO interventions e.g The Big A Autism pupil programme
- Keyworker/TA leading Precision Teaching
- TA use of Bereavement resources
- School Nursing, including asthma and epipen training
- Compass Groups/Workshops
- SCI Team and Children's Therapy

### **Specialist**

This level encompasses all the support available at lower levels with added support based needs having been assessed as having need which met service specific criteria.

At specialist level it is likely that this additional support would be provided by external agencies.

The examples provided are not an exhaustive list, but more an indication of the type of support available;

- TADS
- CAMHS
- Compass pupil, staff and parent support
- Educational Psychology
- ASDAT team
- Specialist Paediatricians