8.4 Processes for Addressing Social, Emotional and Mental Health Difficulties

SEMH causes concern to teacher. Teacher looks at the barriers to learning and determines the context and conditions in which the child/young person displays inappropriate behaviour. The child's/young person's views are gathered. Additional needs are identified. An assessment of learning occurs (see Cognition and Learning section).

Teacher checks that they have been implementing the school's behaviour/pastoral policy in a positive way. (see Audit Tool for All)

If behaviour improves, continue consistent whole class approach.

If not - put into place appropriate programmes for the whole class and conduct new baseline measurements.

If the child/young person is still experiencing barriers to their achievement refer to the Audit Tool for Some.

Set SMART targets and plan interventions (involving child/young person and parents/carers), undertake informal, ongoing reviews. Set formal review date.

If targeted behaviour improves plan further SMART targets supported by specific interventions if/as required.

If child/young person has further needs, seek advice from support services.

Taking account of multi-disciplinary support service advice, assess needs. Involve the child/young person, parent/carers and other professionals to plan a programme of support, setting SMART targets and review dates. Refer to the Audit Tool for Few.

If targeted behaviour improves plan further SMART targets supported by specific interventions if/as required.

If the child/young person's social, emotional and/or mental health continues to require an intensive support programme and the pupil is not making adequate progress set a review meeting. Together the school, pupil, parent/carers and support services can consider further support.

Together the school, pupil and parent/carers after following the recommendations from multi-agency support may make a referral for additional support e.g. short term placement at PRU and/or EHC Plan