

Social, Emotional and Mental Health Audit One - All Children and Young People

All teachers are teachers of pupils with SEN. All pupils benefit from Inclusive Quality First Teaching. There will be high expectations that good progress is made

Assess:	Date/Comments:
Is the learner underachieving or do they have any special educational needs?	
Are there any other factors such as EAL?	
Discuss any concerns with the learner, all teaching staff, and parents	
Establish the learner's strengths and barriers to achievement	
Do observations in class and in less structured situations	
Review attainment and progress data	

Look at scores from standardised tests e.g. reading, spelling, maths and other diagnostic assessments	
Analyse the learner's work and learning style – all areas	
Check attendance, health and safeguarding records	
Review school processes for ensuring Inclusive Quality First Teaching – ensure Social, Emotional, and Mental Health is supported through PSHE&C, the School Council, SEAL, Rtime, Circle Time, Lunchtime Behaviour Plans etc	
Review school processes for creating an inclusive school culture supported by positive and consistent behaviour management	
Audit staff training needs	

Plan:	Date/Comments:
Involve the learner and their parents/carers in the process	
Use a learning assessment to ensure appropriately differentiated work and ensure any gaps in learning are addressed	
Use the learner's and teacher's analysis of his/her learning style and needs to create an environment in which the learner can work; making use of flexible and multi-method learning approaches	
Ensure everyone manages behaviour processes consistently	
Set a review date	

Do:	Date/Comments:
Revisit whole school Behaviour Policy, Anti-Bullying Policy – Rules, Rewards and Sanction systems	
Use PSHE&C, Social Emotion Aspects of Learning (SEAL), Rtime, Circle Time, Peer Massage where appropriate	
Promote a positive ethos and inclusive culture through assemblies, school council, and school newsletters	
Consider the DfE document, Mental Health and Behaviour in Schools. Departmental advice for school staff (DfE, March 2016)	
Be aware of the need to promote social, emotional and mental health during extra-curricular activities, school trips, lunchtime clubs	

Review:	Date/Comments:
<p>Analyse to ensure teaching and learning has been effective. If it has, then continue to support the learner through the systems already in place</p>	
<p>However, if the learner has not made the same progress as other learners with the same ability and needs then consider further support</p>	