

## Social, Emotional and Mental Health Audit Two - Some Children and Young People

Some children and young people will require time-limited intervention programmes in addition to Inclusive Quality First Teaching; in order to secure effective learning and increase their rate of progress.

<b>Assess:</b>	<b>Date/Comments:</b>
Undertake classroom observations	
Discuss concerns with the learner, his/her parents/carers and all teaching staff	
Use tools such as B Squared to monitor progress	
Skills for Learning (formerly QCA EBD Scale available from TESS)	
Pre and post assessment of interventions with clear success criteria	
Holistic view of the child/young person including other factors	

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Boxall Profile	
Goodman's Strengths and Difficulties Questionnaire	
Wigan Council: Mental Health Toolkit	
Risk Assessments	
Audit Staff Skills	

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Plan:	Date/Comments:
Involve the learner and their parent/s in the process, understanding how they learn and what needs to happen to make progress	
Involve Support Services at a consultation level	
Use assessment to plan appropriately differentiated work and ensure any gaps in learning are addressed	
Create an environment in which the learner can work; making use of flexible and multi-method learning approaches and consider alternative ways of recording to enable pupils to demonstrate their learning	
Consider deployment of support, ensuring everyone receives appropriate training and develops an understanding of the pupils needs	
Ensure everyone manages behaviour processes consistently	
The teacher, in consultation with the SENCO, pupil, parent and others involved, is responsible for; planning interventions, considering the time, support and resources required, setting appropriately challenging SMART targets based on age, prior attainment and SEN/SEMH needs, with clear expected outcomes and setting a review date	

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<b>Do:</b>	<b>Date/Comments:</b>
Planned structured researched programmes of small group support delivered by trained teaching staff (Teachers and/or Teaching Assistants) It can be delivered within a whole class as part of guided work or in another part of school	
The class teacher should work closely with staff involved in delivering interventions to assess impact	
The class teacher is responsible for ensuring and monitoring that learning progress occurs	
Small group interventions with positive role models and differentiated learning to ensure success and increase self-esteem e.g. Nurturing Talk, Silver SEAL, Family SEAL, Nurture Room, Rtime, Circle Time, Socially Speaking, Social skills activities, Understanding and controlling emotions activities, Anti-bullying interventions, Peer support systems, Restorative Justice approaches	

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Review:	Date/Comments:
Evaluate intervention to ensure teaching and learning has been effective	
If it has, then continue to support the learner through the systems already in place	
However, if the learner has not made the same progress as other pupils receiving similar support then consider asking for advice through a consultation with support services such as: Targeted Education Support Service (TESS), Educational Psychology Service (EPS), Gateway, Speech and Language Therapy (SALT), Occupational Therapy (OT).	

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