

Social, Emotional and Mental Health Audit Three – Few Children and Young People

A few children/young people will require increasingly individualised intervention programmes, in addition to Inclusive Quality First Teaching, to accelerate and maximise progress and close performance gaps.

Assess:	Date/Comments:
Consider all previous assessments, progress over time and refer to appropriate support services	
Support services may; have discussions with the learner, parents/carers and teaching staff, make classroom observations and use assessment tools, assess using diagnostic assessments, provide a report detailing recommendations	

Plan:	Date/Comments:
Involve the learner and their parents/carers in the process	
Use assessment of cognitive development to plan appropriate tasks and ensure any gaps in learning are addressed	
Make use of recommendations and strategies described in support services reports	
Consider deployment of support ensuring everyone receives appropriate training and develops an understanding of the pupil's 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	
Planning can be recorded on the school's information systems through Provision Maps, Individual Education Plans and/or Pastoral Support Programmes	

Do:	Date/Comments:
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 for example: Nurturing Talk Silver SEAL Family SEAL Nurture Room provision Rtime Circle Time Socially Speaking Social skills activities, understanding and controlling emotions activities, Anti-bullying interventions, Peer support systems, Restorative Justice approaches	

Review:	Date/Comments:
<p>Review outcomes at the time previously planned. Evidence of outcomes should include all data and feedback from all involved – the pupil, their parent, the teachers, teaching assistants and SENCO. This review may also involve support services</p>	
<p>The review will consider the impact of the intervention on the pupil's progress and evaluate the effectiveness of the support. Analysis should ensure teaching and learning has been effective. If this is the case 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 pupils receiving similar support then referral for an Education Health and Care Plan may be appropriate</p>	