

Special Educational Needs Banding Levels for Gloucestershire Pupils

Social Emotional and Mental Health Needs

DRAFT

Specialist Commissioning Team
01452 XXXXX
XXXXXX@gloucestershire.gov.uk
September 2020

Social, Emotional and Mental Health

Social, Emotional and Mental Health (SEMH) :

Typically pupils can progress in mainstream with timely and appropriate interventions.

Specialised trauma informed approaches and understanding of ACEs will be required

Pupils experience low level/low frequency difficulties with:

- Following classroom routines
- Complying with adult direction
- Responding appropriately to social situations
- Forming and sustaining relationships with peers.

These may be linked to events in their life which have a temporary or irregular impact on the child.

Pupils may:

- Have immature social/emotional skills e.g. difficulties with turn-taking, reciprocal attention, sharing resources etc.
- Be socially isolated e.g. tends to be alone and how low-level anxiety in social situations.
- Have low self-esteem which can result in low level bullying, attention seeking or withdrawal.
- Have difficult family experiences that are hard to leave outside the classroom.
- Experience anxiety when encountering different people, places, or tasks.

BAND 1

Pupils may:

Find it difficult to stay on task and frequently disengage

Have a short attention span for subjects that do not interest them

Be more distracted than peers by sounds, smells, light etc. and this can periodically prevent them from learning

Have some difficulties organising their thoughts and ideas to be able to recount clearly an event, or tell a story to a range of communication partners

Be below chronological reading age

Pupils will require:

Learning:

Teacher planned adjustments to the balance of the curriculum with regards to assessment, planning interventions and/or evaluating and reviewing progress (at least annually) to be delivered through quality first teaching

Targeted support to develop attention and concentration skills, time of task and independent learning skills through occasional class based Key Adult support

Programme of study appropriate to a child's levels of attainments, rather than Key Stage, which is regularly overseen, monitored and evaluated by a qualified teacher/SENCO

Teacher planned modification of curriculum in order to take account of evidence based structured programmes of learning to develop literacy and/or numeracy skills, delivered by a person trained in the programme delivery which are regularly monitored and evaluated

Teacher planned modification of outcomes (e.g. alternative methods of response) including alternative recording strategies to access some areas of the curriculum (e.g. diagrams, mind maps, enhanced use of ICT with appropriate software) and/or frequent support for written tasks, an/or LSA. This may include modification of arrangements for examination

Communication:

Frequent, shared support for mediation of the language environment e.g. , simplifying/repetition of instructions, checking understanding of instructions, understanding, age and person specific interactions

Safe and happy:

Some daily support to regulate their behaviour and emotional well-being to facilitate curriculum access

Support to interact with peers in unstructured times

Focus on developing engagement and building relationships with staff and peers

Rest breaks/movement breaks/interventions throughout the week to maximise emotional wellbeing

Specific cues for changes/instructions e.g. visual, use of name and warning in advance

Planned inclusion to access all curriculum areas

A risk assessment which covers the school day/week

Social, Emotional and Mental Health

Social, Emotional and Mental Health (SEMH) :

Typically pupils require an enhanced pupil/adult ratio so that they can receive specific support, supervision and interventions in order to make expected progress, and/or they need to work within a small group for a proportion of the day.

They may have not additional learning needs or learning needs maybe impacting upon their behaviour and progress.

Health professionals may be investigating the nature of SEMH needs

BAND 2

Pupils may:

Be withdrawn, timid and in need of nurture across the curriculum

Struggle with appropriate learning behaviour e.g. sustaining attention and concentration, motivation to engage with work-related tasks

Sometimes approach situations in ways which cause a barrier to learning such as disengaging, destroying own/others work, use work avoidance strategies, often with limited concentration

Struggle to listen and respond without frequent support and prompting

Have difficulty at times of transition or when unexpected change to routine

Have inconsistency and challenges in their home life which impact on their emotional well-being and behaviour in school

Be keen to have friends but struggle making and maintaining friendships

Have less awareness of danger/risks than peers and put themselves or others at risk sometimes when moving around the environment

Pupils will require:

In addition to, or in place of, the provision detailed in Band 1:

Learning:

Significant teacher planned adjustments to the balance of the curriculum with regards to assessment, planning interventions and/or evaluating and reviewing progress (at least annually) to be delivered through quality first teaching

Specifically targeted support to develop attention and concentration skills, time of task and independent learning skills through small group intervention outside of class based Key Adult support

Evidence informed teaching approaches which place emphasis on direct teaching, finely graded tasks, structured multi-sensory techniques, practical tasks, which provide opportunities for frequent repetition and reinforcement/opportunities for over-learning and are regularly monitored and reviewed to ensure appropriate pupil progress. Programme of study appropriate to a child's levels of attainments, rather than Key Stage, which is regularly overseen, monitored and evaluated by a qualified teacher/SENCO

Pre/post tutoring, by a teacher or appropriately trained LSA, for specific areas of learning which is regularly monitored and reviewed to ensure appropriate pupil progress

Specific teacher planned modification of curriculum in order to take account of evidence based structured programmes of learning to develop literacy and/or numeracy skills, delivered by a person trained in the programme delivery which are regularly monitored and evaluated

Specific teacher planned modification of outcomes (e.g. alternative methods of response) including alternative recording strategies to access the majority of the curriculum (e.g. diagrams, mind maps, enhanced use of ICT with appropriate software) and/or frequent support for written tasks, an/or LSA. This may include modification of arrangements for examination

Communication:

Frequent, shared support for mediation of the language environment e.g. , simplifying/repetition of instructions, checking understanding of instructions, understanding increasingly complex social concepts/language and situations

Safe and happy:

Enhanced teacher planning for key stage transfers and enhanced support plans for year on year moves

Predictable, structured routine. This may include use of visual timetables and use of workstation

Opportunities to work in small group situations, with specified support to facilitate the development of social interaction with peers and develop friendships

Designated time to repair damaged relationships with other pupils and teachers by the end of the day, following negative behaviours

Strategies to increase self esteem, confidence and greater resilience when faced with a perceived challenge. This can be explored through language, emotion coaching and understanding of a range of feelings

Social, Emotional and Mental Health

Social, Emotional and Mental Health (SEMH) :

Typically pupils require an enhanced pupil/adult ratio so that they can receive specific support, supervision and interventions in order to make expected progress, and/or they need to work within a small group for a proportion of the day.

They may have additional learning needs or learning needs may be impacting upon their behaviour and progress

BAND 3

Pupils may:

Have difficulty following classroom routines and expectations that impact on their and others' learning

Have some difficulty using language to organise their thoughts and ideas to be able to recount clearly an event or tell a story to a range of communication partners

Find changes to their routine difficult and may need time to calm down

Have identified attachment or SEMH needs

Struggle with self-regulating emotions resulting in frequent behaviour which affects relationships and learning (eg angry, emotional outbursts, sexualised language, anxiety, mood swings and unpredictable behaviour)

Behave in a way that disrupts the learning of others

Find it difficult to understand language in order to reason e.g. make inferences, predict outcomes or draw conclusions

Have significant self-esteem issues that affect relationships and behaviour patterns ('acting in' or 'acting out')

Struggle socialising with peers and adults e.g. lack of empathy, victim or perpetrator of bullying

Often show low mood or refuse to communicate for periods of time

Have difficult relationships with adults

Have emotional well-being needs that take time and impact on learning opportunities on a daily basis

Be triggered by particular activities or people as a result of their lived experience causing extremes of emotion

Pupils will require:

In addition to, or in place of, the provision detailed in Bands 1 and 2:

Learning:

Individual teacher planning and higher levels of adult support to access the learning and social curriculum for at least 50% of the week

Support throughout the day to regulate their behaviour to facilitate curriculum access, increase time on task and reduce distractibility

Structured support and appropriately differentiated tasks to address an additional learning need e.g. specific or general learning difficulties, or speech, language and communication need.

Structured teaching approach such as an individual workstation/ calm space to support sustained focus and concentration

Safe and happy:

Time to discuss feelings and experiences before learning can start

A key worker to work daily with the pupil to plan and review targets, build on successes and create meaningful links with home

Carefully planned inclusion to access all curriculum areas

A detailed risk assessment which covers the school day/week

Access to individual therapeutic work with a qualified therapist or school counsellor

Social, Emotional and Mental Health

Social, Emotional and Mental Health (SEMH) :

Typically pupils require an enhanced pupil/adult ratio so that they can receive specific support, supervision and interventions in order to make expected progress, and/or they need to work within a small group for a proportion of the day.

They are likely to have experienced multiple fixed term exclusions and significant planning to manage their access to learning.

They may have been educated off site to access individual interventions.

BAND 4

Pupils may:

- Frequently find it difficult to identify and regulate their emotions (e.g. anxiety, frustration, upset) and this impacts on their and others learning
- Often challenge rules and will show persistent resistance to adult intervention to help them manage their behaviour
- Use language for a range of functions, but have some difficulty using language to communicate effectively their message
- Have difficulty in moderating their use of language despite daily intervention and support in order to communicate basic needs
- Have significant difficulties listening and/or responding even with high levels of support
- Find changes to their routine and meeting new people very difficult and these impacts significantly on ability to access learning
- Have difficulty understanding language in order to reason e.g. make inferences, predict outcomes or draw conclusions
- Have additional complex mental health needs which impact on their learning or social interaction and which require additional staff interventions
- Have ongoing involvement and support from outside agencies to support the family (eg CIN Plan, CP Plan, Family Support Worker etc)

Pupils will require:

In addition to, or in place of, the provision detailed in Bands 1, 2 and 3:

Learning:

- Individual teacher planning and some adult support to access the learning and social curriculum for at least 75% of the week
- Appropriate curriculum differentiation and structured support, commensurate with cognitive skills, to provide prompting to start and maintain on task behaviour for most of the school day
- Structure and consistency in delivery and support

Communication:

- Frequent, shared support and reviews for mediation of the language environment e.g. , simplifying/repetition of instructions, checking understanding of instructions, understanding increasingly complex social concepts/language and situations/Visual aids to support communication and routine
- High levels of emotional literacy-based support through a trained professional or whole school approach

Safe and happy:

- Frequent daily support to regulate their behaviour to facilitate curriculum access and regular intervention from Senior Leadership or designated pastoral support team in order to manage and reduce the frequency of serious incidents
- Daily specific additional supervision in order to maintain safety during social times
- Regular specialist support to address their social and emotional needs and anxieties
- Access to additional therapy e.g. CAMHS/Speech & Language and other therapy provision as determined by health and/ or Social Care
- Access to a safe space if they show anxiety, distress or challenging behaviour
- Access to an individualised workstation area with appropriate resources such as fiddle objects, ear defenders etc.

Social, Emotional and Mental Health

Social, Emotional and Mental Health (SEMH) :

Typically pupils have complex needs which require specific support on a daily basis from a range of adults in order to make expected progress.

They are likely to have experienced multiple fixed term exclusions and permanent exclusion with significant planning to manage their access to learning.

They may have been educated off site to access individual behaviour interventions.

They may be frequently unable to interact with other pupils and staff.

BAND 5

Pupils may:

Regularly and sometimes frequently approach situations in ways which cause a significant barrier to learning e.g. disengaging, destroying own/others work, use work avoidance strategies, often with limited concentration

Have needs associated with attachment and trauma

Use physical aggression towards others

Frequently use unacceptable language despite daily intervention and support in order to communicate basic needs

Have intense emotional outbursts, (eg uninhibited unpredictable outbursts, sexualised behaviour and language, high levels of anxiety, hyper-vigilance, mood swings, and difficulties with social relationships)

Engage in self-harm and activities which put themselves in dangerous situations that include, extremist behaviours and gang related culture

Present increasing concerns around mental health e.g. self-harm, irrational fears, risk-taking and substance misuse

Have difficulty initiating and maintaining conversations

Be aware that their behaviour has an impact but are unable to show empathy or remorse

Have difficulty organising self and belongings that impact on ability to participate in learning independently

Pupils will require:

In addition to, or in place of, the provision detailed in Bands 1, 2, 3 and 4:

Learning:

An individually designed curriculum in order to make expected progress

Ongoing multi-professional support and advice for planning, reviews and to evaluate progress, in relation to the education setting and/or family support

Daily small teaching groups to deliver an individualised curriculum to address additional learning needs, reduce distractibility and facilitate completion of tasks in order to make expected progress

Constant support to regulate their behaviour to facilitate curriculum access

Communication:

The speech and language therapist will provide up to 5 therapy sessions, followed by a period of consolidation for the family and school to continue with the recommendations

Safe and happy:

Planning to support part time out of school hours to support engagement and receive person centred support

Daily intervention and/or advice for staff from appropriately trained professionals

Support to change habitual behaviours that inhibit learning and progression

Specific management plan and structured intervention to manage inappropriate behaviour (including sexualised behaviour, extremist behaviours and gang related culture)

Learning environment where staff are trained in an evidenced based programme of de-escalation of violent and aggressive behaviours to manage, reduce, and prevent behaviours from occurring

Social, Emotional and Mental Health

Social, Emotional and Mental Health (SEMH):

Typically pupils have complex needs which require specific 1:1 adult interventions for the vast majority of the time to support social and emotional needs

Pupils exhibit severe and challenging behaviour resulting in a number of exclusions

They will need constant support to interact appropriately with other pupils and staff

BAND 6

Pupils may:

Persistently disrupt teaching groups to the extent where they must follow highly structured, personalised learning programmes

Display prolonged, targeted and unpredictable behaviour and emotional outbursts

Have profound attachment and trauma issues

Frequently use unacceptable language despite daily intervention and support in order to communicate basic needs

Significantly and repeatedly self-harm such that intervention is frequently required

Have a profile of sexualised behaviour that requires a risk assessment indicating constant supervision

Present as a high risk of extremist or radicalised involvement that require on going supervision

Have additional, complex (recognised) mental health or learning needs which require daily intervention

Be unable to manage and label their own emotions and behaviour and/or reflect on consequences for others

Be subject to a current CP Plan or have regular involvement with Social Care or is a registered Young Carer

Have social communication difficulties which impact on all areas of learning and social activity

Have difficulty processing taking ownership of behaviour and lack the capacity to be reflective

Pupils will require:

In addition to, or in place of, the provision detailed in Bands 1, 2, 3 and 4:

Learning:

A totally individually designed curriculum in order to make expected progress

A planned programme of personal and social development and behaviour management, requiring reduced group size and specialist adult contact, which provides a high predictable routine and structured support for time outside the classroom

Consistency of expectation from all adults involved in the pupil's education

Communication:

Safe and happy:

Planning and provision for out of school hours or for a high level of family support and liaison

Support, throughout the school day, which requires frequent intervention from Senior Leadership several times a day order to manage and reduce the frequency of serious incidents

Daily opportunities to experience small group work in areas such as managing conflict, making and keeping friends, awareness of own feelings and those of others, accepting consequences of his/her behaviour

Additional external specialist support for social, emotional and behavioural difficulties they are experiences e.g. CAMHS/other therapy provision as determined by health and/or social care