



St. Mary's SEN Provision for Social, Mental and Emotional Health

| Assessment, Planning, Monitoring and Review | Teaching Environment and Grouping | People and Resources |
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| <p>Please see Generic Section</p> <p>Assessments of strengths and weaknesses of social and emotional development using observations and/or behavioural checklists to establish a baseline.</p> <p>Recording and tracking of the frequency, intensity and duration of behavioural incidents using e.g. antecedent, behaviour, consequence (ABC); functional analysis.</p> <p>Advice/assessment/analysis of strengths and needs from specialists and outside professionals e.g. Advisory Teacher; CAMHS; BICs Educational/Clinical Psychologist; Psychotherapists</p> <p>Clear arrangements in place with local health partners and other organisations for making referrals to CAMHS</p> | <p>Behaviour Policy reflecting the ethos of the whole school community and part of the induction programme for all members of the community</p> <p>Teaching and learning environment audited frequently and changes made to support positive behaviour and learning e.g. a low stimulus work area; out of class work area; access to additional support.</p> <p>Access to grouping that enables the pupil to work with peers who provide good role models for social interaction and appropriate behaviour.</p> <p>Staff adapt teaching approaches (e.g. cuing the pupil with name and individual instruction).</p> <p>Pupils are provided with the opportunity to reflect on own behaviour (e.g. use of a self-monitoring techniques/discussions).</p> <p>Pastoral support in line with the school's vision, aims and values to supplement usual pastoral care arrangements</p> <p>Social, emotional aspects of learning embedded across the curriculum and directly taught through PSHE and in small groups.</p> <p>Individual coaching and/or therapeutic support from trained teachers or external agencies as appropriate, linking with professionals e.g. CAMHS, Educational Psychologist and external bodies to ensure quality assurance and safe practice.</p> <p>Relevant training and CPD is made available as required e.g. Attachment Theory; Nurture Principles; response to School Anxiety; awareness of Mental Health and Emotional Wellbeing.</p> <p>Staff trained in restorative approaches to conflict resolution; solution focused approaches</p> | <p>Additional targets may be set through a Behaviour Management Plan (BMP) or Pastoral Support Plan (PSP) in consultation with parents/carers, relevant professionals and other agencies.</p> <p>Flexible approach to curriculum delivery to take into account their needs, strengths and preferred ways of learning.</p> |