Practical Approaches to Support Inclusion – Social Emotional and Mental Health (SEMH)

Description of Needs	Strategies to support teaching	Hints and Tips	Examples of outcomes to work towards
The children and young people (CYP) experiences needs which are managed well in a mainstream setting with Quality First Teaching (QFT) and thought given to approaches and strategies at a whole class level with appropriate differentiation of task and teaching style. The CYP **may** present as having • Low level 'behaviours' that might at times cause disruption within the classroom. • More conflicts with others than their peers. • Some difficulty with transitions e.g. coming into school. • Difficulties consistently adhering to expectations within a school setting. • Emotional responses that seem in contrast to their stage of development.	Focus on: • Presence, Participation, Inclusion, Belonging, Achievement, Independence. • Key adult or mentor identified. • Meet and greet. • Use of Nurture Principles in the classroom. • Participation of CYP in creating a class charter with positively worded statements e.g. we help each other, we are kind. • Revisit class charter at start of each day / lesson. • Recap positives from previous lessons. • Use of visual timetable for whole class or prompts on whiteboard. • Visual displays with key language. • Give notice of any changes. • Praise / notice the exceptions. • Positive reward systems. • Additional information in planner (support to organise planner and record key information).	Developing positive relationships and a sense of belonging is key. • Get to know your CYP well – what are their interests, strengths, likes, dislikes, who are their friends, family etc. • Look for links and connections e.g. shared interests that strengthen relationships. • Keep up with the popular trends for the 'age' of the CYP e.g. checking in with who has seen the next episode of xxx. • Make use of popular things for rewards e.g. Pokemon counters, themes from music/TV/films etc. • Help CYP to know you are keeping them in your mind's eye e.g. notice the CYP - new shoes, haircut, asking them how their weekend was, remembering things they have shared with you • Share your feelings with the CYP and acknowledge theirs e.g. I can see that has made you feel frustrated, how can I help to get you back on track. • When I feel stressed, I find it helpful to… Create support teams within the classroom for peer support to increase independence and reduce reliance on adults.	Some CYP might benefit from a 'short note' / pastoral support plan with targets / outcomes to work towards, linked to identified needs: • X will have a clear understanding of the class daily routine and will be able to confidently predict what happens next, and where they need to be. • X will respond to a clear and simple instruction given to the class. • X will make use of social stories worked on to understand and respond positively in a group game at playtimes. • X will know the key questions used in the Restorative Approach and be able to engage in a restorative

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Factors to consider that may be contributing to the CYP's presentation might include: • Environmental factors such as recent changes or transitions e.g. change in home circumstances or school. • Family factors such as parental separation or conflict, a new sibling, loss or bereavement, family health needs, parental mental health. • Individual factors such as a predisposition to be anxious or shy, having a key role in the family e.g. young carer. • Previous negative experiences of school/learning. • Reduced sense of belonging. • 'Low level' anxiety. • Reduced self-esteem. • Low resilience. • Bullying. Description of needs The CYP may have some difficulty: • Following classroom directions. • Complying consistently with adult directions.	• Start each lesson with a recap and reflect on successes in the previous lesson. • Use the CYP's names in instructions. • Use of non-verbal prompts e.g. show me 5 (eyes on teacher, lips closed, ears open, hands in lap, feet or bottom on chair/carpet), FOFBOC (feet on floor, bottom on chair). • Use of language; clear, concise, make request positively I would like you to…I need you to… It's time to…. • Check-in discreetly with the CYP to clarify what the instruction is and check for understanding. • Include the purpose for the instruction where appropriate e.g. we need to……because…… • Use of timers e.g. on the whiteboard to give notice. • Provide choices that both lead to desired outcome e.g. would you like to do your maths task in your book or on the whiteboard? • Use a Now….then approach e.g. Now we need to do….then it will be breaktime.	• Give CYP special roles or responsibilities that benefit others. 'Raise the status' of CYP e.g. make them a monitor, buddy or team captain. • Incorporate a sense of 'team' within the class or group and reflect on whether additional structure is required for social times such as lunch or break. • CYP identify their favourite teachers as those who are kind, helpful, explain things well, check-in with them discreetly to offer additional support and adults who use humour. • Having a shared understanding of what happens to our brains when we feel worried or stressed is really important. • e.g. The Lego Brain House helps us to know why we 'flip our lids'. • Talk to YP about their threat response, fight/flight/freeze/flop. • Useful to consider our threat response as being like a smoke alarm – it can be activated when there is a fire or when the toast is burnt. • Developing a whole school restorative approach (RA) supports all CYP to have a framework from which to learn conflict resolution skills and understand others' perspectives. • RA focuses on repairing and restoring relationships and working together to do this. Key questions • What has happened? • What were you thinking?	conversation following a conflict. • X will have a secure positive relationship with their key member of staff and be able to engage with them and accept support when needed (may extend to seeking support). • X will be able to focus their attention on a directed task for a period of X minutes. • X will understand and recognise when they are anxious and have strategies to return to a place of wellbeing. • X will participate in the Zones of Regulation class approach, registering in the morning and moving their card to reflect their changing feelings across the day. • X will be able to talk through a learning task that was challenging and identify helpful ways

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• Responding positively in social situations. • Forming relationships with peers. • Forming secure, attached relationships with adults. • Concentrating. • Managing the sensory elements of the school or classroom setting. • Regulating their emotions • Managing challenges or recovering when something goes wrong.	• Now we need to write in our books….then we will discuss our ideas. • Create a peer mentor approach in the classroom. • Use circle time or solution focus discussion circles to discuss and reflect on issues or problems as they arise (useful to practice the process with fictional scenarios to begin with). • RHSE curriculum and a weekly theme to focus on e.g. kindness. • Create a safe space in the classroom as a chill out zone. • Create a calming toolkit with CYP which contains prompts, activities and strategies for emotional wellbeing and may include sensory equipment.	• How were you feeling? • Who has been affected by what has happened? • What needs to happen now to sort things out together? For more details see Special Educational Needs and Disabilities (SEND) and Inclusion directory (link further down). Using a structure to support problem solving skills with the class helps CYP to have a framework. 1. What is the problem? 2. What is a solution? 3. What are some other solutions? • Test the solutions to see which might work best • Consider: Is it safe? Is it fair? Does it lead to good feelings? • Incorporating relaxation techniques into your classroom benefits all CYP. • e.g. Brain breaks, breathing techniques, Mindfulness strategies, Sensory strategies that support resetting of the nervous system, Movement breaks. • All need to be taught but allow CYP to build up a bank of strategies they can use independently as well as part of class time together. There are a number of Continuing Professional Development (CPD) sessions available in the SEND and Inclusion CDP directory that focus on aspects of SEMH at low or no cost to schools, including Restorative Approaches (RA) and The	they could manage feelings of stress. • X will be able to identify 5 of their strengths, 5 things they enjoy and 5 of their positive characteristics.

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		Durham Resilience Programme whole school approaches, and NOW programme for Y5, YAM for Y9. Please see our online course directory at: http://www.durham.gov.uk/sendcoursedirectory Does your school have access to a Piece of Mind Team (Mental Health Support Team)? If so, the team may be able to support you with a focus on prevention / early intervention for CYP who are anxious e.g. 'We eat elephants' is a whole class programme for managing anxiety and building resilience.	

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The CYP has clearly identified needs but is making progress and is able to access the curriculum with Quality First teaching and targeted appropriate strategies/reasonable adjustments that are regularly reviewed with parents and monitored by the Special Educational Needs and Disabilities Coordinator (SENDCO). The CYP *may* present as having • 'Unexpected behaviours' that impact on their consistent engagement with learning.	The above plus: • Information about the CYP's needs shared with all relevant staff. • Opportunities for staff to share effective approaches, strategies and adjustments and what is working well to feed into plan, do, review cycle. • Consistently applied personalised ways of reinforcing positive. engagement and effort e.g. praise, targets, motivators. • Reasonable adjustments to behaviour policies/procedures consistently applied.	Consider using the 5 P's framework to identify needs and he contributory factors: 1. What is the presenting 'problem'? 2. What are the predisposing factors – what makes the CYP vulnerable 3. What are the perpetuating factors – what is keeping the problem going (which might include the strategies the CYP / family / staff use to manage the issues) 4. What are the protective factors – what does the CYP and family have going for them 5. Puzzling factors – what else might we need to be curious about and how might we discover relevant information to clarify to ensure we have a clear sense of all contributory factors	X will have a secure positive relationship with their key member of staff and be able to engage with them and accept support when needed (may extend to seeking support) X will have a good understanding of emotions and have a toolkit of strategies to use to support their emotional regulation

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• Sensory needs that impact on aspects of their day in school e.g. sensitivity to noise, busyness.
• Unhelpful strategies to manage their needs e.g. avoidance, withdrawal, appearing frustrated.
• Reduced attendance.
• Low motivation / give up easily.
• Difficulty making / maintaining positive friendships / conflict with peers.
 	
Factors to consider that may be contributing to the difficulties might include:
• Environmental factors such as a house move, issues in the community.
• Transition e.g. From EYFS to KS1, KS1 to KS2, Y6 to Y7.
• Family factors such as difficulties around early attachments.
• Individual factors such as neurodevelopmental needs, health conditions, issues around sense of identity.
• Recent changes or transitions that have caused distress.
• Reduced sense of belonging.
	• Preparation and adjustments made for changes which might include access to a familiar adult
	• Consideration given to preferred learning style, with opportunities across the day/week e.g. practical approaches, play or creative based tasks.
	• Learning tasks differentiated by task and outcome based on individual needs.
	• Visual prompts e.g. instructions for tasks provided.
	• Access to weighted items e.g. blanket or scarf or to squishy items, Chewellry etc.
	• Create a workstation where CYP can go to work alone if needed (self-selecting).
	• Consideration given to seating arrangements and group/class dynamics
	• Create break cards – different from time-out cards. They need to include the following:
	• I feel……
	• You might notice that I……
	• I need …….
	• And then I will……
	• It is beneficial to have these for at least 4 types of feelings e.g. tired, angry / frustrated, anxious,
		• CYP's perspectives are crucial – use Talking Mats, games, wellbeing cards to support the CYP to reflect on their areas of strength and what they find challenging.
		• RAG rate timetable and consider the subjects / aspects of the school day and support CYP to rate their engagement/enjoyment, how they get on with peers, how they get on with the teacher, how successful they are / progress being made. This can often lead to themes emerging e.g. the CYP does best in lessons where there is a practical, hands on approach, where recapping learning happens at the start of the lesson, where they have a positive relationship with the teacher, where they sit in a particular position in the class, where active participation is required etc.
		• SEND support Plan is then put in place, which includes active involvement of parents / carers and reflects the CYP's thoughts, feelings and perspective.
		• Purposeful and meaningful actions are reflected in the support plan which includes adjustments, approaches and strategies to develop skills and presence, participation, inclusion, achievement and independence.
		• Targets / outcomes to work towards are SMART:
		  – Specific,
		  – Measurable
		  – Achievable
		  – Realistic
			X will use their break cards to indicate when checking-in or support / strategies are required
			
			X will have ways of safely communicating when they begin to feel overwhelmed
			
			X will be supported to work towards things that are important to them and their future
			
			X will have positive self-esteem
			X will manage the day to day demands of school in ways that lead to good outcomes

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• Anxiety or reduced sense of safety / security. • Predisposition / sensitive nature • Adverse experiences e.g. bullying, significant family events. • Low self-esteem. • Lack of resilience or positive coping strategies. Description of needs The CYP is likely to have difficulties: • Responding appropriately/consistently to teacher directions. • Engaging consistently with learning tasks. • Responding appropriately when spoken to about unexpected behaviour. • Reasoning and problem solving • Understanding or taking into account others' perspectives. • Experiencing success in learning and social situations. • Persevering when challenges occur. • Knowing how to 'bounce back' when things are difficult. • Recovering from conflict.	fine/happy linked to Zones of regulation if that is used • Access to a quiet space to regulate and return to wellbeing which should include sensory activities and items of interest / comfort based on individual's needs • Opportunities for small group targeted support, including planned evidence based intervention around key areas of need e.g. Starve the Anxiety Gremlin programme • Opportunities for structured learning around reasoning and problem solving with use of social stories • Learning mentor allocated • Key adult to provide on-going check-ins and pastoral support • Small group targeted interventions to develop communication e.g. Talk About for Teens • Consider whether specific 1-1 intervention support is required e.g. counselling • Explore opportunities for active participation in school life e.g. joining a school team or club / after school activity linked to strengths and interests	– Timed At least two cycles of plan, do, review are required involving parents/carers, key staff and the CYP. Consider the following: • Focus on strengths and interests • Consider the 'conditions' in which the CYP is most successful • Small things can often make a big difference • The problem is the problem, not the person • Change requires sign up – engage parents / carers and the CYP meaningfully • It is ok to acknowledge the difficulties but consider the possibilities • If targets are not being achieved, review against SMART and reflect on whether they reflect small, achievable steps or might be unrealistic at present. • Many CYP with a SEND support plan, where it focuses on building skills around SEMH, and creating systemic support at school and home can make sufficient progress with the right adjustments, approaches and strategies to 'step down' to QTF • 'Needs' may be temporary and response to a specific event or key life experience • Early Help can support families to get 'back on track' • Families can access support in the community e.g. Fear-Less CBT programme for parents of anxious CYP, Triple P parenting for teens	

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• Self-regulating their emotions. • Maintaining attention / focus and organising themselves for tasks.	• Explore opportunities within the local community to engage with structured social clubs and activities e.g. fire cadets, youth groups, sports teams • Regular and positive methods for home and school communication • Positive report cards with key staff to check-in		

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The CYP has clearly identified needs and requires structured and consistent additional support in order to make expected progress Quality First teaching, targeted appropriate strategies/reasonable adjustments and a personalised plan are regularly reviewed with parents, the SENDCO and the CYP The CYP *may* present as having: • Difficulties responding to instructions / engaging in whole class settings • Unexpected responses to demand and expectations • Unexpected behaviours that impact on learning progress and that of peers	The above plus: • On-going dynamic assessment of needs which will require other professional(s) to be involved and may require multi-agency involvement. • Structured methods for planning for and reviewing needs and progress e.g. TAF. • Proactive assessment of harder to navigate situations are made regularly and adjustments are in place to reduce risk. • Risk assessments are completed and reviewed regularly with parents/carers and the CYP. • Personalised timetable and adapted curriculum is consistently available.		

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- Ways of communicating that can appear unsafe - Unpredictable behavioural responses - Mood swings - Poor mental health and wellbeing - Ways of interacting with peers that create a risk of isolation - Lack of awareness of safety and/or difficulties predicting the impact of their actions - Greater risk of exclusion - Factors to consider that *may* be contributing to the difficulties might include: - Trauma - Adverse childhood experiences - Domestic abuse - Attachment needs - Separation anxiety - Issues around identity and sense of self - Family conflict/breakdown - Neighbourhood conflict - Neurodevelopmental needs - Loss and bereavement - Substance misuse - Exploitation - Sense of rejection	- Appropriate adjustments to demand and expectation are clearly identified and shared with all staff. - Appropriate levels of additional support are available during identified lessons / times of the school day. 1-1 support for structured teaching to develop social and emotional skills. - Personalised transition support between key stages and post 16.		

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• The CYP is likely to have difficulties: • Engaging consistently in a learning environment • Maintaining positive relationships with peers and staff • Adhering consistently to expectations • Relinquishing a sense of control • Understanding others' perspectives • Knowing how to keep themselves safe • Managing their threat response (fight, flight, freeze) • Identifying triggers of dysregulation • Regulating their emotions			