Rotherham SEMH Phased Thresholds

Graduated Response Guidance

Version 1 2016-7

SEMH Threshold frequency and severity report to be used as indicators to levels of need:

Name of Student	Date of Birth	Name of School	Name of referring teacher
LAC	SEND Support	EHCP	Attendance
Name of person completing document		Contact details	

Summary of Student Behaviours	
Summary of Support at Each Phase	**Impact of Support at Each Level**
Phase 1	

Version 1 2016-7

Phase 2

Phase 3

Rotherham SEMH Phased Thresholds

It is not expected that all children and young people will automatically have the basic social, emotional and learning skills they need to succeed. We understand that context plays a key role in behaviour and that the duty of all settings is to provide a learning environment designed to promote positive behaviour and relationships. Key aspects that need to be in place are:an effective whole school policy for behaviour and inclusion, reviewed and shared with all stakeholders, consistently applied and rigorously monitored; a restorative ethos; a creative and engaging curriculum and learning opportunities.

All students who are discussed at Partnership Cluster Groups should have had significant support in addition mainstream lessons. The support should be strategic, time managed with referrals made to the relevant agencies.

PhaseOne Descriptor	Assessment	Organisational Adjustments (grouping,timetable,staffing)	Curriculum and Teaching Methods	Specialist Resources/ Intervention Strategies
A student may present as Low level/low frequency of social and emotional behavioural difficulties which interrupt learning in some situations. May include: • Difficulty in following whole class instructions • Occasional refusal to follow reasonable requests • Poor concentration • Difficulties working in groups, sharing and taking turns • Some signs of disruptive behaviour • Possible developmental delay • Possible signs of stress or anxiety • Continued difficulties following routines • Emerging patterns of reluctance to following reasonable instructions • Little regard for school rewards and consequences • Risk of fixed term exclusion Underdeveloped social skills may create difficulties in getting along with others • Some difficulties forming positive relationships with	**Assessment** • ☐Part of normal school and class assessments. SENDCo or trained staff may be involved in more specific assessment and observations • ☐Pupil self-assessment–pupil friendly SMART targets set for behaviour/social skills in line with school policy • ☐Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers • ☐Simple solutions given for difficult times of the school day • ☐Progress should be a measured change in their behaviour and learning following each review cycle • ☐Recognition of learning styles and motivational levers • ☐PASS profile or other attitudinal assessment • ☐Detailed and targeted observation ie interval sampling • ☐Use and analysis of assessment tools • Assessment related to intervention strategy • ☐Pupil self-assessment	• ☐Mainstream class with attention paid to organisation and pupil groupings • ☐Opportunities for small group work on identified need e.g. listening/thinking/social skills. • ☐Time limited mainstream classroom programme of support, which relates to assessments • ☐Small group work to learn appropriate behaviours and for associated learning difficulties • ☐Individual programme based on specific need • ☐A quiet area in the classroom may be useful for individual work • ☐Create opportunities to work with positive role models • ☐In addition to the provision at level 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets • ☐Mainstream class with regular targeted small group support • ☐Time-limited programmes of small group work based on identified need • ☐On-going opportunities for	• ☐Access to QFT • ☐In class differentiation of the curriculum and supporting materials enabling full access to the curriculum • ☐Strategies developed shared with school staff, parent/carer • ☐Increased differentiation by presentation and/or outcome • ☐Simplify level, pace, amount of teacher talk/ instructions • ☐Increased emphasis on identifying and teaching to preferred learning style • ☐Opportunities for skill reinforcement/revision/transfer and generalisation • ☐Some use of specific group or 1:1 programmes • ☐Preparation for any change and the need for clear routines. • ☐Cross Reference and CPD • ☐Seating Plan if appropriate • ☐Modify level/pace/amount of teacher talk to pupils' identified need. • ☐Plan opportunities for skill reinforcement/revision/transfer and generalisation • ☐Individual targets within group programmes and/or 1:1	The use of positive targeted strategies that might include • ☐Consultation with other colleagues in school • ☐P scales PSD targets • ☐ABC charts • ☐Pupil profile • ☐Observation schedules • ☐Reward systems involving regular monitoring and support • ☐Monitoring diaries • ☐Use of behaviour targets within the classroom/playground, prompt cards • ☐Lunchtime club • ☐Visual systems/timetables • ☐Regular small group work/resilience, concentration skills/ social skills/listening skills/conflict resolution • ☐Short-term individual support • ☐Support that uses solution focused/motivational approaches • ☐Develop friendship groups • ☐Access to additional circle time activities • ☐Low stimulus sensory area. • ☐Access to ICT and specialist equipment

peers and/ or some teachers • Possibly isolated or withdrawn • Bully or victim role • Low attendance • Some patterns of stress/anxiety in specific situations • Possible signs of self harm • Isolated/withdrawn • Unpredictability, inconsistency • Sexualised language • Increased frequency or severity of aggressive or confrontational behaviour • Increased absence/lateness • Reported anti-social behaviour in the community • **Staff Will** • Use a multi-sensory approach • Offer support and reassurance • Respond where possible to student interest • Retain a sense of humour • Deflect and Redirect behaviours • Model expectations and behaviours	extended to inform IEP/IBP • ☐More detailed recording, monitoring of frequency, intensity • ☐Wider assessments for learning/other SEND • ☐Determine engagement of necessary education/ non-education support services possibly leading to CAF or review of the PEP • **Planning** • ☐Individualised programme of support related to assessments implemented. Key worker identified (significant other) • ☐Parents involved regularly and support targets at home • ☐Pupils involved in setting and monitoring their targets • ☐Pupils response to social/ learning environment informs cycle of IEP/PEP/PSP • ☐Curriculum plan reflects levels of achievement and includes individually focused IEP targets e.g. specific behaviour targets related to assessment: consideration of adapted timetable • ☐Additional steps taken to engage pupil and parents as appropriate • ☐Identifying non educational input • ☐Requires effective communication systems enabling all involved to provide consistent support • ☐Early Help processes determine holistic support plan	1:1 support focused on specific IEP targets **Staffing** • ☐Main provision by class/subject teacher and resources usually available in the classroom. • ☐Support/advice from SENDCo/inclusion manager with assessment and planning • ☐Additional adults routinely used to support flexible groupings, differentiation and some 1:1 • ☐Close monitoring to identify "hotspots" • ☐Support for times identified by risk assessments • ☐Close liaison and common approach with parents/carers • ☐Main provision by class/subject teacher with advice and support from SENCO and/or designated teacher • ☐Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis • ☐May include a time-limited withdrawal (buddy system) • ☐Additional daily support provided within school to support learning and behaviour (ie checklists, monitoring, routine, time out pass) • ☐Increased parental/carer involvement • ☐Encouragement and inclusion in extra-curricular activities • ☐Identification of 'key worker' with clear specification of role	• ☐Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom • ☐Emphasis on increasing differentiation of activities and materials and take account of individual learning styles • ☐Short term individual support focusing on listening, concentration, social skills, solution focused approaches • ☐Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution • ☐Consideration of differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama	• ☐Pupil Voice boxes • ☐Playground leaders feeling cards/ charts • ☐Consideration of external agency support as mentioned in assessment column • ☐Investigation by SENDCo to investigate additional/ other needs.

Version 1 2016-7

Phase Two Descriptor	Assessment	Organisational Adjustments (grouping,timetable,staffing)	Curriculum and Teaching Methods	Specialist Resources/ Intervention Strategies
Significant and persistent social, emotional and mental health difficulties. No significant or sustained improvement of target behaviours. • Persistent non-compliance • Learning of self and others significantly interrupted by withdrawn or disruptive behaviours • Uncommunicative, significantly withdrawn, struggles to contribute. • Overly keen, regular interrupters, "needy." • Risk of repeated fixed term exclusion* Significant difficulties with social interaction- deteriorating relationships with adults and/or peers. May include: • Inappropriate language/communication (inability to adapt to context) • Inappropriate and/or risk taking behaviours • Possible sexualised behaviour towards others • Instances of aggressive/violent behaviour increase in frequency and severity • Deteriorating attendance • Significantly withdrawn *For a Child In Care provision from Day 1 of an exclusion must be in place - Virtual school involvement.	**Assessment** • ☐As Level 2 plus more systematic application of assessment tools • ☐Involvement of education and non-education professionals as appropriate through early help processes • ☐Early Help Assessment • ☐Review of measurable progress against targets in IEP/PEP/PSP **Planning** • ☐Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific • ☐More frequent involvement of parent/carer to engage pupil • ☐Access to additional resources are accurately accounted for • ☐Prevention support plan managed through advice joint school/Learning Centre/PRU support programme/Virtual school. • ☐Early Help-Multi-agency planning processes specify contribution of individual services and lead practitioner. Inter-agency communication established and maintained • ☐Referrals/request for advice from external agencies are time appropriate • ☐Discussed and considered at the Partnership for advice and guidance.	• ☐ Continued difficulties following routines • ☐Emerging patterns of reluctance to following reasonable instructions • ☐Little regard for school rewards and consequences • ☐Risk of fixed term exclusion **Staffing** • ☐Main provision by class/subject teacher with support from SENDCo and advice from education and non-education professional as appropriate • ☐Daily access to staff in school with experience of SEMH, eg behaviour support worker, lead behaviour professional, SENDCo • ☐Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks • ☐Increased access to a combination of individual, small group and whole class activities • ☐Outreach support and advice • ☐Staff training in restorative approaches/attachment and trauma/PDA • ☐Increased parental/carer involvement and multi-agency support services to plan and regularly review IEPs/PEP/ PSP	• ☐Teaching focuses on both curriculum and SEMH outcomes throughout the school day • ☐Tasks and presentation personalised to pupil's needs. • ☐Individualised level/pace/ amount of teacher talk • ☐Learning style determines teaching methods • ☐1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations • ☐Small steps targets within group programmes and/or 1:1 work tasks • ☐Targets are monitored with the pupil daily targets • ☐Accessing mainstream lessons for most of the time with complimentary access to internal support arrangements and interventions Personalise the day, consider alternatives to the structure of the day and the lessons currently offered. • ☐Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama	The use of positive targeted strategies that might include: • ☐Further learning assessments and support if necessary e.g. Nurture Group; Learning Mentor Programmes • ☐P scales PSD targets • ☐Pupil profile • ☐Programmes • ☐Observation schedules • ☐Reward systems involving regular monitoring and support • ☐Monitoring diaries • Use of behaviour targets within the classroom/playground, prompt cards • ☐Visual systems/timetables • ☐Regular small group work/concentration skills/social skills/listening skills/conflict resolution, SEAL • ☐Short–term individual support • ☐Support that use solution focused/restorative/motivational approaches • ☐Circle of friends • ☐Access to additional circle time activities • ☐Access to ICT and specialist equipment • ☐Individual SEMH programme • ☐All additional resources referenced in a personalised provision map • ☐Implementation of Learning Centre intervention • ☐Consideration of external specialist services • ☐Referral to SEMH team

Phase Three Descriptor	Assessment	Organisational Adjustments (grouping,timetable,staffing)	Curriculum and Teaching Methods	Specialist Resources/ Intervention Strategies
Severe and persistent SEMH issues. Complex social and emotional needs. • Persistent leading and instigating of disruptive behaviours. • Behavioural incidents and fixed term exclusions increasing. • Sustained non-engagement in school life e.g. persistent absence/truancy • Risk of permanent exclusion • Inability or complete refusal to follow school routines and instructions • Non-engagement with school rewards and consequences • Inability to sustain positive relationships with adults and/or peers • Mainstream setting has a detrimental effect on health and well-being • High risk of permanent exclusion • Requires access to specialist provision for SEMH/SEN Increasing difficulties in forming positive relationships, interacting appropriately with adults and/or peers • Increasing patterns of behaviour which place themselves or others at risk of serious harm e.g. • use of weapons to harm or threaten • Violence • Self harm • Severe and sustained bullying • Refusal to communicate • Significantly withdrawn	**Assessment** • ☐Increasedinvolvement of a range of professionals • ☐Early help processes define nature and extent of support needs • ☐Consider other traded services such as Educational Psychologist , SEMH team, MIND/ MAST. • ☐Consider EHCP if the student needs 'significant different from and additional to' mainstream education. • ☐Referral to Partnership - prior co-ordination of Learning Centre placement **Planning** • ☐IEP or PSP detailing provision and strategies with appropriate short term targets • ☐Planning meetings include parents and multi-agency where appropriate • ☐Early help processes determine contribution of Children's Services • ☐Partnership Alternative Provision • ☐Partnership Managed Move • ☐Personalised plan with appropriate time limited interventions • ☐EHCP Statutory Assessment determines future placement	• ☐Pupil taught for a significant amount of the time in small groups outside of the mainstream curriculum • ☐Some opportunities for Alternative Provision but these are time limited. One or more of the following will have been tried: • ☐Opportunities for student to engage in alternative provisions for part of the week • ☐Managed move where appropriate • ☐Learning Centre placements **Staffing** • ☐Pupil is supported in most or all of those lessons that they do attend • ☐Daily access to staff with experience and training in meeting the needs of students with SEMH • ☐Increased access to specialised SEMH • ☐Managed move may have been tried and failed • ☐Pupils are successful on a managed move and after an agreed time by both schools become on roll at that the 'new school.' • ☐Managed Move fails and the student goes back to the initial school. • ☐Agreement is made by the partnerships that student becomes dual registered between school and the PRU. • ☐Student gets permanently excluded and alternative provision has to be sourced.	• ☐As at Phase 1 and 2 • ☐Some aspects of the curriculum may be taught out of mainstream in either small groups or 1:1 • ☐Pupil's curriculum is personalised and pupil may be dis-applied from some aspects of the national curriculum • ☐Activities focus on key skills and Social, Emotional, Behaviour al outcomes throughout the school day.- SEAL skills embedded in curriculum • ☐Balance shifts to most lessons accessed with some support • ☐Pupil requires an alternative to mainstream education • ☐Learning experiences and support address significant social, emotional and behavioural needs/learning needs.	• ☐Targeted intervention employing a range of strategies • ☐Individual Social, Emotional, Behaviour skills programme • ☐1:1 and small group teaching • ☐Alternative provision appropriate to need • ☐All additional resources and exceptional arrangements are referenced in a personalised provision map, necessary evidence for requesting statutory assessment • ☐Learning Centre or PRU placement following decision by inclusion/management group panel Personalised to the specific needs of the pupil • ☐Advice available from relevant specialist services • ☐Placed in PRU or special school • ☐Out of Area in **exceptional** circumstances

Version 1 2016-7

Note

This document, inspired by Education Bradford's Behaviour Support services ESB/Five level model, was produced to meet the demand for a greater consensus and consistency in identifying and providing for social, emotional and mental health needs. When considering pupils for provision beyond the school, the criteria met should be evidenced and discussed at Partnership levels with advice and guidance from the SEMH team/ Exclusions Team and ASPIRE Pupil Referral Unit.

- Phase 1 should be managed by schools in addition to the school Behaviour and Inclusion Policies
- Phase 2 should be managed by schools, with referrals early help/ other agencies. A range of wider assessments should be considered and undertaken to support the student.
- Phase 3 should be managed by schools, the partnership, AP and PRU.