

**Specialist Provision Bank: SEMH**

In addition to the above refer to [Specialist Provision](#SpecialPurple) for Pupils with more complex difficulties or disabilities across several areas of development. The involvement of external professionals is indicated for example through consultation and/or assessment from an Educational Psychologist, https://www.plymouthonlinedirectory.com/plymouthlocaloffer/educationalpsychologyservice, CAMHS practitioner etc.

**Specialist provision (enhanced SEN Support) for SEMH is when pupils** require a high level of Senior Leadership Team involvement. The pupil’s presenting SEMH difficulties may be impacting the wider school and family community. The pupil’s difficulties are significant and evident in the majority of contexts despite targeted support. There may need to be a consideration as to whether the negative impact of a move to a new school (attachment, social skills needed, sense of belonging etc. are outweighed by the needs of the pupil to have a sense of autonomy and success with opportunities offered by a potential new placement)

**Specialist provision (through EHCP needs assessment) for SEMH is when** despite interventions over time, severe and chronic complex SEMH difficulties remain. The HT and/or SLT are regularly involved

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| **Social development** |  |
| Personalised curriculum and structured activities that build from pupils’ interests and strengths and help to develop areas requiring further support |  |
| Identified key adults able to provide additional support, reassurance and guidance |  |
| Regular involvement of external agencies to support and monitor, guiding effective strategies and approach |  |
| Emphasis on social-emotional learning |  |
| Modification of the social environment to avoid triggers and reduce stress |  |
| Lunchtime programmes |  |
| Supported extra-curricular activities  |  |
| Enhanced guidance and support for work experience |  |
| **Emotional development and mental health** |  |
| Care plan regularly reviewed with pupil and parent/carer  |  |
| Regularly reviewed targets and/or Thrive action plan |  |
| Emphasis on social-emotional learning |  |
| Regular involvement of external agencies to support and monitor progress and guide on approaches for example to understand the effects of adverse early life experiences and support to develop secure relationships (PACE) |  |
| Where appropriate, regular small group and or individual support using cognitive behavioural approaches (which may need the support of an external professional). |  |
| Personalised curriculum and possibly timetable that builds from pupils’ interests and strengths and help to develop areas requiring further support |  |
| Daily support to meet and greet and/or teach appropriate behaviours |  |
| Identified trained and appropriately experienced key adults who can provide additional support, reassurance and guidance and who are also appropriately supported. |  |
| Daily mentoring with a supportive adult, focus of which depends on the pupil’s identified needs for example to explore feelings of anger/worry |  |
| Increased parent/carer involvement through more frequent review meetings, planning interventions to be carried out at home and school  |  |
| Complete and evaluate a series of regular observations of displayed behaviour for example using schedules such as STAR (setting, trigger, action, response) diaries to look for patterns, triggers and reinforcers, considering environmental factors such as time of day, lesson, staff, peers, classroom etc. |  |
| Regular, frequent small group support in a private space to calm down at identified key trigger times, and when required, such as at times of transition for example through the use of sensory activities, listening to music, relaxation exercises, rehearsal and coaching techniques. |  |
| Nurture group approach monitored and evaluated for example through use of Boxall Profile  |  |
| Reduced/alternative timetable with a multi-agency agreement and a time-limited and clear focused plan in place that works towards full-time successful inclusion |  |
| The use of alternative or off-site provision tailored to meet pupils’ needs and monitored to ensure optimal progress towards agreed outcomes |  |

For further specific resources and guidance please refer to the **SENCO Guide**