**Social, Emotional and Mental Health Needs**

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| The learner’s **educational progress** is impeded by social, emotional and mental health difficulties in four or more of the following areas: |
| **CLASS TEACHER/HOD CHECKLIST**   * Very poor social skills, eg. great difficulties making/maintaining relationships with peers and adults in a variety of settings , eg. uses aggression as a principal response |
| * Frequent outbursts of frustration when confronted with challenges, refusal to attempt tasks, seeks constant reassurance, poor self-image, negative response to praise |
| * Continuing patterns of challenging behaviour despite positive behavioural interventions |
| * Isolated, excessive or unresponsive behaviour |
| * High levels of overt anxiety in response to changes in routine, solitary pre-occupation with specific activities |
| * Mutism or selective communication |
| * Highly disorganised, inattentive, impulsive, easily distracted by external events |
| * Extreme task avoidance |
| * Severe deterioration in concentration, work output, mood swings |
| * Continued unpredictable bizarre behaviour that interferes with learning/social development of self or others |
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| **TUTOR/HOY CHECKLIST**   * Disruptive or confrontational behaviour which is dangerous or damaging to others but which can usually be managed by the school, eg. physical or verbal aggression to adults and/or peers, continual attention seeking, difficulty managing anger and aggression within expected limits, deliberate defiance |
| * Frequent outbursts of frustration or anger due to trauma or post-traumatic stress eg. bereavement |
| * Disaffected from mainstream life |
| * Diagnosis of a mental health issue which is impacting learning and progress. Examples: substance misuse, deliberate self harm, eating disorder, depression |
| * Diagnosis of ADHD/attachment Disorder |
| * Persistent and severe bullying on a daily basis as perpetrator or victim |

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| **Strategies may include:** | **Trialled** |
| **HIGH QUALITY TEACHING**  Consistent use of behaviour management strategies – clear boundaries, regular and specific praise etc |  |
| Student’s self- monitoring of behaviour using positive target report |  |
| Small group working towards collaborative targets eg, turn taking in conversation |  |
| Department report system |  |
| Use of time out or learning breaks |  |
| Use of a visual lesson timetable |  |
| Chunked learning so as not to overwhelm or confuse |  |
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| **PASTORAL SUPPORT**  Access to Student Mentor |  |
| Access to counselling (internal or external) |  |
| Social skills training |  |
| Possibly reduced curriculum to match needs |  |
| Extra focus on personal and social education, eg. strategies to manage feelings, skills of friendship, self-awareness, relationships, conflict resolution |  |
| Completion of CAF (Common Assessment Framework) |  |
| Internal pastoral monitoring/report |  |
| Referral/advice from CAMHS |  |