







Specific Core Standards for Children and Young People with Social, Emotional and Mental Health Needs

Please use these standards to augment the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) where there are SEMH needs.

Support for children and young people with SEN and/or disability	 UNIVERSAL ALL children & young people High quality teaching	 SEN SUPPORT SOME children & young people Additional targeted support	 HIGH NEEDS A FEW children & young people Support for complex and long-term special educational needs
Why we do it <ul style="list-style-type: none"> Promoting engagement & participation Achieving the best possible outcomes Preparing for Adulthood 	<ul style="list-style-type: none"> All children and young people have the opportunity to be happy, safe, and lead fulfilling lives as per the Somerset SEND Strategy 2016-2019. The setting provides a warm, safe, empathetic, non-judgmental and positive ethos, supporting individual wellbeing. <p>Every teacher/lecturer/practitioner is a teacher of every child and young person.</p> <p>Please refer to the generic Core Standards for all children and young people (0-5; 4-16; 16-25) for further detail.</p>	<p>Column 1 plus the following:</p> <p>Some children and young people's Social, Emotional & Mental Health needs cannot be met by universal provision. Over a sustained period of time, they may display withdrawn or isolated behaviours, challenging, disruptive or disturbing behaviours.</p> <ul style="list-style-type: none"> These identified children/young people are now recorded as 'SEN Support' on the setting's SEND register and parent/carers are informed by the Head/SENCO. Person Centred approaches are used to establish child/young person and parent/carer views so that they can participate in decision-making. 	<p>Provision for High Needs children and young people will be highly specialist and personalised.</p> <p>Provision will include all aspects of columns 1 & 2 plus the actions and strategies detailed in the generic core standards frameworks.</p> <p>Please refer to the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) for further information.</p>
What we will do <ul style="list-style-type: none"> Assess Plan Do Review Transitions 	<ul style="list-style-type: none"> Clear processes are in place to identify children and young people's strengths and needs. Reasonable adjustments are made to enable the curriculum to engage ALL children and young people. <p>Every teacher/lecturer/practitioner is a teacher of every child and young person and is responsible for appropriate differentiation.</p> <p>Please refer to the generic Core Standards for all children and young people (0-5; 4-16; 16-25) for further detail.</p>	<ul style="list-style-type: none"> Targeted pupils are screened for speech, language and communication needs, specific learning difficulties and moderate learning difficulties, to ensure underlying needs are identified and addressed. Setting may consider liaison and/or consultation with external professionals such as advisory teacher/ educational psychologist/ social worker/health professionals. Pupil centred planning, featuring qualitative and quantitative outcome measures, informs young people, their families and staff about support strategies, interventions, rewards and consequences. Personalised plan/provision plan is composed and reviewed termly with young people & parents/carers. 	<p>Please refer to the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) for further information.</p>
How we do it <ul style="list-style-type: none"> Environment, Resources, Equipment, Curriculum, Teaching and Planning Healthcare within Educational Settings 	<ul style="list-style-type: none"> All settings have a Social, Emotional & Mental Health policy based on current education, health and social care guidelines. Systems are proactive and seek to prevent bullying. Settings gather data and will have systems in place to monitor and record behaviour concerns such as frequency, intensity, causes/antecedents and other factors, for example using The Behaviour and Vulnerability Profiling Tool (BVPT). Rewards and consequences are consistently applied through a graduated response system which is underpinned by collaborative problem solving. 	<ul style="list-style-type: none"> Targeted staff are trained to deliver a range of evidence-based and outcome focused interventions and approaches, including, for example ELSA, Positive Handling training, etc. Pastoral support, including for example peer mentors, leaning / behaviour mentors, clubs and social skills groups are monitored and reviewed. Additional staff are assigned to support small groups or individuals for specified parts of the day, for example lunch-times, in some cases. Pupil-centred planning is established in partnership with young people, their families and external services, including outreach support from specialist settings. 	<p>Please refer to the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) for further information.</p>

Support for children and young people with SEN and/or disability	 UNIVERSAL ALL children & young people High quality teaching	 SEN SUPPORT SOME children & young people Additional targeted support	 HIGH NEEDS A FEW children & young people Support for complex and long-term special educational needs
	<ul style="list-style-type: none"> Settings maximise opportunities presented through whole class/group and, where appropriate, small group and individual activities to develop positive mental health, social skills, and behaviour based on central 'Mental health and behaviour in schools' guidelines And supplemented, for example, by the SEMH Toolkit. A whole setting approach which considers adaptations to the environment such as: <ul style="list-style-type: none"> – visual reminders of expected behaviours – appropriate seating/ individual workstations – exit cards and calm or quiet spaces – meet and greet – support for unstructured times A whole setting approach which offers specific support and intervention for young people with SEMH needs, for example including: <ul style="list-style-type: none"> – Attachment, resilience, emotion coaching & de-escalation training for staff – Restorative approaches – Solution focussed approaches – Developing a growth mind-set – SEAL & PSHE 	<ul style="list-style-type: none"> A personalised plan/ provision plan or pastoral support programme is in place which includes details of support strategies and interventions, involved professionals, targets, rewards, and consequences. Reasonable adjustments are made to the learning environment and curriculum based on a personalised Assess-Plan-Do-Review process Reducing the breadth of curriculum is considered to focus on key skill areas and positive social behaviours and/or allowing access to off-site specialist services and appointments, for example REACH Youth, Youth Unlimited or Child and Adolescent Mental Health Services (CAMHS), for a fixed period. 	
Who will do it Responsibilities	<ul style="list-style-type: none"> Senior leadership team ensure that all staff apply their setting's policies consistently. Senior leadership team monitors behaviour and mental health across the setting to determine appropriate short term, intermediate and long term strategies and appropriate Continuing Professional Development opportunities. Senior leadership team & SENCO monitor behaviour and social integration, identifying groups and individuals for targeted support on this basis. All staff demonstrate a positive attitude to inclusion. Every teacher is a teacher of every child and young person. 	<ul style="list-style-type: none"> The SENCO co-ordinates SEND provision and discusses any concerns with parent/carers, children/young people and staff members. Members of staff, parents and carers, and involved external professionals will work in partnership during planning and review processes. Senior leadership team identify staff who require targeted training beyond the universal level, due to the specific needs of pupil groups. Senior leadership team identify appropriate interventions with national recognition for effectiveness, in consultation with external services as necessary. 	Please refer to the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) for further information.