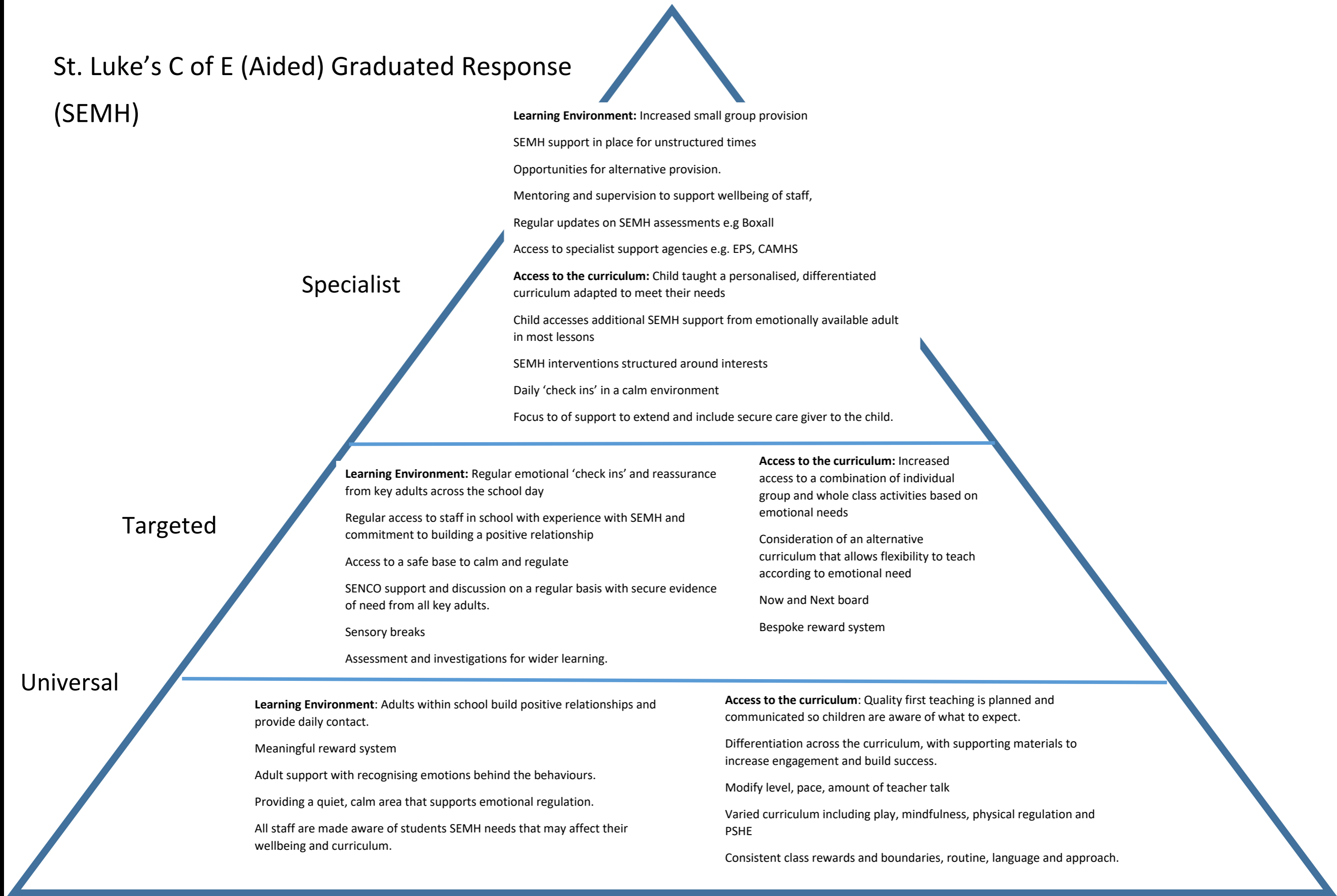


St. Luke's C of E (Aided) Graduated Response (SEMH)



Specialist

Learning Environment: Increased small group provision
 SEMH support in place for unstructured times
 Opportunities for alternative provision.
 Mentoring and supervision to support wellbeing of staff,
 Regular updates on SEMH assessments e.g Boxall
 Access to specialist support agencies e.g. EPS, CAMHS

Access to the curriculum: Child taught a personalised, differentiated curriculum adapted to meet their needs

Child accesses additional SEMH support from emotionally available adult in most lessons

SEMH interventions structured around interests

Daily 'check ins' in a calm environment

Focus to of support to extend and include secure care giver to the child.

Targeted

Learning Environment: Regular emotional 'check ins' and reassurance from key adults across the school day

Regular access to staff in school with experience with SEMH and commitment to building a positive relationship

Access to a safe base to calm and regulate

SENCO support and discussion on a regular basis with secure evidence of need from all key adults.

Sensory breaks

Assessment and investigations for wider learning.

Access to the curriculum: Increased access to a combination of individual group and whole class activities based on emotional needs

Consideration of an alternative curriculum that allows flexibility to teach according to emotional need

Now and Next board

Bespoke reward system

Universal

Learning Environment: Adults within school build positive relationships and provide daily contact.

Meaningful reward system

Adult support with recognising emotions behind the behaviours.

Providing a quiet, calm area that supports emotional regulation.

All staff are made aware of students SEMH needs that may affect their wellbeing and curriculum.

Access to the curriculum: Quality first teaching is planned and communicated so children are aware of what to expect.

Differentiation across the curriculum, with supporting materials to increase engagement and build success.

Modify level, pace, amount of teacher talk

Varied curriculum including play, mindfulness, physical regulation and PSHE

Consistent class rewards and boundaries, routine, language and approach.