**SEMH**

**MENTAL HEALTH**

Has a specific mental health need that impacts on all aspects of the day. **Severe** anxiety in busy or unfamiliar environments/new situations. Almost **constantly** withdrawn/tearful/anxious/low mood. **Significant** engagement in self-harm/substance misuse/eating disorder. Needs **daily** setting basedtherapeutic support and ongoing individual advice in place from a mental health/wellbeing outside agency.

**SEMH**

**EMOTIONAL**

**Extremely** low self-esteem and emotional resilience. Almost **constant** disengagement, frustration, attention seeking and/or aggression. **Constant daily** support for behaviour regulation/ mediation that may frequently involve additional staff. There is a clear connection with severe neurodevelopmental difficulties, attachment disorder or past trauma. Requires **personalised** teaching of emotional literacy and skills to deal with distress and diffuse situations. Risk assessment in place.

**MONITORING**

Regular and detailed planning and target setting by the SENDCo and outside agencies. The agencies have regular contact with the learner and contribute to target setting or have completed caseload contact.

**COMMUNICATION & INTERACTION**

**SOCIO-COMMUNICATION**

Even with **significant** interventions, the pupil still experiences difficulty that impacts on many aspects of school life and social interaction. Constant support for regulation.

Little interest in social interaction or friendships and a range of negative reactions/behaviours are manifest when thwarted. Reaction to change is significant and long standing.

Regular contact with and target setting by the SES C&I team or completed caseload contact.

**SEMH**

**SOCIAL**

**Severe** difficulty making and maintaining friendships. **Extremely** limited understanding of safety and behaviour and struggles, even with **extensive** support. Inclusion is extremely difficult even with **constant** teaching of skills, routines and conflict resolution.

**COMMUNICATION & INTERACTION**

**SPEECH & LANGUAGE**

**Severe** disorder or delay affecting curriculum access and everyday conversation. Processing of verbal information and curriculum focus require extensive support. Literacy development is **extremely** affected. Requires **extensive** languagemodificationof the curriculum and for social understanding. Speech may be largely incomprehensible and communication augmentation is limited. Persistent difficulty in expressing themselves. Use of communication aids, even with support, is limited Extensive access to SaLT with regular, ongoing therapy and setting based interventions.

**SUPPORT**

All learning and social time requires1:1 support. Small group learning is rarely successful. Requires personalised learning to be in place and delivered 1:1 with personalised targets. Specific interventions are in place every day.

**PROGRESS**

Progress across all areas of the curriculum is extremely limited. Requires intensive teaching and learning approaches to address specific needs, often delivered 1:1.

**NEED**

Working well below level of peers and is unlikely to achieve even with a personalised curriculum and significantly adapted targets. Specialist setting may be required. Needs impact beyond educational setting.

BAND

F

Regular contact/target setting with SES SEMH team or completed caseload contact and attendance may be severely affected by SEMH needs.

**COGNITION & LEARNING**

**ATTENTION & CONCENTRATION**

**MEMORY & PROCESSING**

**Limited** attention span and requires 1:1 support to begin, and stay, on task. **Very limited** independentorganisational skills. Almost **constant** verbal and/or visual prompting.

**Extremely weak** memory and no independent retention or application of information.No independent processing skills and even with 1:1 support, has limited engagement across all areas of curriculum and social interaction.

**COGNITION & LEARNING**

**COGNITIVE ABILITY**

Learning difficulties that impact **significantly** on access to the curriculum. Cognitive range is around the 1st percentile.Difficulty with abstract concepts even with **significant** support.

Regular contact with SES C&L team or completed caseload work.

**SENSORY**

**OTHER**

Pupil requires **extensive** specialist support and access to therapeutic interventions to ensure sensory needs are met and learning can take place. Distress caused by sensory sensitivities is limiting participation in daily activities and the sensory input being sought may be significantly affecting safety.

**SENSORY**

**VISUAL**

Pupil requires **regular** contact with the SES Sensory Team and staff require specific training. There is an increasing use of Braille and constant 1:1 support is required for all activities, with some possible physical intervention and support.

**SENSORY**

**HEARING**

Pupil requires **regular** contact with the SES Sensory Team/Teacher of the Deaf and staff require specific training. There is a total use of sign language and constant 1:1 support is required for all activities.

**PHYSICAL**

Constant support for a physical disability/ medical needs. **Regular** support for self-care, personal care and/or manual handling by one person. **Severe** motor skill difficulties. Support for a medical issue is provided by a multi-agency approach, that requires staff to be specifically trained to provide medical support and intervention for personal/ intimate care. Risk assessment in place that will have been advised by a doctor/consultant. An established emergency intervention plan is in place and requires specialised training for staff in the setting.