

Further Education (Post 16) SEN Planning Tool

Young People with Social, Emotional and Mental Health Difficulties



	Funding	Descriptor EMS	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Interventions	Resources (including staffing)
Best Endeavour	Element 1	<ul style="list-style-type: none"> The Young person (YP) experiences SEM which can be managed in a mainstream class within an inclusive college setting, with appropriate differentiation of task and teaching style. Includes low level /low frequency difficulties with: <ul style="list-style-type: none"> following classroom routines complying with adult direction responding to social situations forming relationships with peers immature social/emotional skills e.g. difficulties with turn-taking, sharing etc social isolation e.g. tends to work alone 	<ul style="list-style-type: none"> Monitoring of the YP's response to positive feedback. Assessment for Learning. Consideration to the YP's learning style, including active engagement activities. Observations by Teacher. College is proactive in identifying individual needs and monitors that action is taken. There are tracking and target setting systems for all students. Regular review to monitor student progress against expected outcomes. 	<ul style="list-style-type: none"> The teacher is held to account for the learning and progress of the YP in the mainstream class <ul style="list-style-type: none"> Best Endeavour meets the needs of all students. Flexible grouping Arrangements Established routines and secure and explicit boundaries across curriculum areas Some differentiation of activities and materials Differentiated questioning Use of visual, auditory and kinaesthetic approaches Awareness that a YP may need more time to complete tasks and that equality of access may mean that they need to do some things differently Resources and displays that support independence Routine feedback to students. Transparent system of class/college rewards and sanctions. Rules and expectations consistent across staff. Use of different teaching styles Clear routines e.g. for transitions Consideration to classroom organisation, seating and group dynamics Nurturing classroom approaches Offering YP opportunities to take on responsibilities e.g. class reps 	<ul style="list-style-type: none"> The college can demonstrate an inclusive ethos that supports the learning and wellbeing of all students The wider curriculum promotes positive examples of diversity Well-planned and stimulating curriculum, differentiated to needs of cohort/class Anti-bullying is routinely addressed and students are confident in reporting incidents SMSC materials and interventions Provision of planned opportunities to learn and practice social and emotional skills during structured activities. 	<ul style="list-style-type: none"> Regularly updated Policies for SEND/Learning Support, Behaviour and Anti-bullying describe the effectiveness of the arrangements in the college Regularly monitored inclusion policies are implemented consistently and underpin practice Best Endeavour Staff know and apply whole college and whole class approaches to emotional well-being Staff know and apply consistent whole college behaviour Stimulating classroom environments Access to 'quiet areas' in college The college employs additional adults to support the needs of all students LSAs, PLCs All staff, including (LSAs) have up to date job descriptions and are included in whole college appraisal systems. All staff have received training in managing EMS and understand how to support students effectively Staff access LA training to keep informed of meeting the needs of YP Staff make use of a wider range of resources including those produced within the LA to inform inclusive practice: SMSC materials Self Review Framework Staff access support e.g. via solution- focused conversations/supervision liaison with parents/carers in line with college procedures e.g. parent consultation evenings Staff 'meet and greet' their YP daily

SEN Planning Tool for SEM (Social, Emotional and Mental Health Difficulties)

March 2015

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SEN support Plan	Element 1 + low level ALS	<p>The YP experiences SEM which requires additional support from within college resources.</p> <p>Includes low/medium level persistent difficulties with:</p> <ul style="list-style-type: none"> • following adult direction e.g. regular incidences of non-compliance/uncooperative behaviour • self-regulating e.g. angry outbursts, hyperactive, impulsivity, anxiety • showing appropriate learning behaviour e.g. sustaining attention and concentration, • motivation to engage with work-related tasks, self esteem • responding to social situations, leading to social isolation from peers e.g. may be fearful or anxious in one or more situation • reliance on adults for reassurance 	<ul style="list-style-type: none"> • Observations by Learning Support/ Teaching Learning and Assessment Team • Student involved in setting and monitoring their own targets • Parents/carers involved regularly and know how to support targets at home • Behaviour records analysed to consider triggers and patterns • 'Assess/Plan/Do/Review Cycle of Behavioural Change' used to give a context to behaviour. • Close monitoring to identify 'hot spots/triggers'. • College trips are planned well in advance and take into consideration the needs of the YP. 	<ul style="list-style-type: none"> • Information about YP's needs/difficulties is shared with relevant staff • Sharing of advice on successful strategies and setting targets e.g. use of visual supports, developing organisational skills. • LSA/PLC is targeted towards support for access for specific tasks/settings, based on ILP targets • Personalised reward systems covering targeted lessons / activities. • Careful consideration to group dynamics within class • Careful consideration to preferred learning style and motivational levers for the YP when differentiating. • Opportunities for small group work based on identified need. Time-limited intervention groups 	<ul style="list-style-type: none"> • Group work to be planned and tailored to meet identified need and includes good role models. • Teaching problem solving skills • Learning tasks differentiated by task and outcome to meet individual needs. • Preparation for changes to activities/routines/ staffing • Access to quiet withdrawal area when needed 	<ul style="list-style-type: none"> • Support/advice from Learning Support • College Support Plan/ILP with SMART targets, reviewed and updated regularly. • Additional adults routinely used to support flexible groupings (LSAs) • Access to intervention group work with PLC • Access to a quiet area for time-out • Access to visual cues/ timetable if needed • Access to in-college support base (e.g. ASC, Counselling) • Staff access targeted LA training • Consultation with support services • Home-college communication book • Time for scheduled meetings with parents / carers on a regular basis

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<p>SEN Support Plan</p> <p>YP should be on Foundation Studies Programme</p>	<p>Element 1 + low level ALS. Possible access to HNF depending on levels of support</p>	<p>The YP experiences considerable SEM and is struggling to cope with aspects of college, despite intervention.</p> <p>College are offering provision that is additional to/different from that of peers and feel direct involvement of support services would be beneficial.</p> <p>Includes frequent and persistent difficulties with:</p> <ul style="list-style-type: none"> - incidences of non-compliant and uncooperative behaviour - e.g. refusal to work, disrupting the learning of others. - self-regulating e.g. aggressive outbursts, sexualised language, high levels of anxiety, mood swings, unpredictable behaviour, which affect relationships. - behaviour causing a barrier to learning e.g. YP disengaging, may destroy own and others' work, use work avoidance strategies, concentration very limited - socialising with peers and adults e.g. lack of empathy, victim or perpetrator of bullying - may refuse to communicate for long periods of time - risk of isolation or becoming socially vulnerable <p>The YP's SEM needs may co-exist with other secondary needs.</p>	<ul style="list-style-type: none"> • Assessment has been detailed and taken place over time. • Targets are agreed and monitored with YP and parents/carers. • LSAs are routinely included in planning and/or are provided with lesson plans to ensure their input is effective • Consideration to Single assessment, if appropriate. • Behaviour records updated daily and analysed to consider frequency, duration, triggers/patterns etc. in order to plan appropriate strategies • Proactive assessments of potentially tricky situations to inform adaptations incl. educational visits. • Specialist assessments e.g. by Behaviour Support, Educational Psychologist, Primary Mental Health Worker. • Careful planning and review of needs at transition, including effective liaison e.g. FE or Training. • Student should have a Risk Management Plan in place. 	<ul style="list-style-type: none"> • Identified daily support to teach SEM skills and address behavioural targets on ILP. • Use of key-working approaches to ensure the YP has a trusted adult to offer support during vulnerable times. • Personalised reward systems known to all staff in college who have contact with the YP, implemented consistently across the curriculum. • Time-limited intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal. 	<ul style="list-style-type: none"> • Regular/daily small group teaching of SEM skills. • Teaching style adapted to suit YP's learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities. • Personalised timetable introduced in negotiation with the YP, parents and staff. • Individualised support to implement recommendations from support services. • More formal meetings/ conferences using Restorative Practices, to include parents if appropriate. 	<ul style="list-style-type: none"> • Access to 1-1 support for re-tracking, mentoring/coaching, motivational approaches, understanding anger etc. • Additional individual support for certain situations in line with risk assessments. • Access to small group support outside mainstream classes e.g. ASC, Counselling • Formal behaviour monitoring systems to log and analyse incidents daily in order to review and modify strategies • Time to discuss, develop and review individualised reward systems and report cards • Internal exclusion/'time-out' facilities • Specialist Staff Training (This may include Positive Handling programmes /TeamTeach). • Advice from support services e.g. Educational Psychologist (EP), Primary Mental Health Worker (PMHW), Behaviour, Support Worker (BSW), Crisis Response • Allocation of appropriate accommodation for visiting professionals to work with the YP, taking into account safeguarding issues. • Multi-agency support to plan and review interventions • Home-college communication book • Time for formal meetings with parents on a regular basis

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<p>EHCP</p> <p>This young person should be on a Foundation Studies Programme</p>	<p>Element 1 plus likely access to HNF depending of levels of support</p>	<ul style="list-style-type: none"> The YP experiences significant complex, frequent and persistent SEM, with an accumulation of layered needs, which could include mental health, relationships, learning, communication and sensory. The YP's behaviour is unpredictable, severely disrupting the learning of others, and is challenging to highly skilled staff. Specialist support, alongside a multi-agency approach is essential. Includes frequent and persistent difficulties, within an SEM provision, including: <ul style="list-style-type: none"> incidences of non-compliant and uncooperative behaviour which are long-lasting and frequent e.g. refusals to work, defiance, leaving classroom/college site self-regulating e.g. aggressive / uninhibited outbursts, high levels of anxiety, mood swings, deteriorating/anti-social relationships. behaviour causing significant barrier to learning e.g. destroying own and others' work, socialising with peers and adults e.g. lack of empathy, victim or perpetrator of bullying at risk of permanent exclusion, isolation or becoming socially vulnerable increasing concerns around mental health e.g. self harm, irrational fears extreme risk taking behaviours e.g. arson, sexualised behaviour,criminal activity, use of weapons, substance misuse. 	<p>Specialist assessments e.g. Crisis Response, Educational Psychologist, CAMHS, YOT, etc.</p> <p>Long term involvement of educational and non-educational professionals possibly as part of statutory assessment /EHC plan.</p> <p>Multi-agency assessments indicate that needs are highly complex and require a very high level of support.</p> <p>Risk assessment to consider risks to self and others.</p> <p>Personalised transition planning is prioritised This will be updated on a regular basis.</p> <p>A risk assessment must be in place.</p>	<p>Identified highly skilled individual support across the curriculum.</p> <p>Daily teaching of SEM skills to address behavioural targets.</p> <p>Use of key-working approaches to ensure the YP has a trusted adult to offer support/withdrawal during vulnerable times.</p> <p>Personalised reward systems known to all staff in college who have contact with the YP, implemented consistently across the curriculum.</p> <p>Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address the YP's specific needs, may include withdrawal.</p>	<p>Daily small group teaching of SEM skills and personalised programme e.g. risky behaviour, Sex and Relationships, Education, life skills.</p> <p>Teaching style/tasks are highly differentiated to suit the YP's learning style</p> <p>Personalised pathway is a priority to re-engage with education.</p> <p>Individualised support to implement recommendations from relevant professionals</p> <p>Where YP is working below age-related expectations, personalised literacy and numeracy programmes will be required to address gaps in learning associated with SEM difficulties</p> <p>Consideration to access arrangements for internal and external examinations.</p> <p>More formal meetings/ conferences using Restorative Practices, to include parents if appropriate.</p>	<ul style="list-style-type: none"> Access to 1-1 support from highly skilled and experienced staff for mentoring/coaching, motivational interviewing, conflict resolution, self-harm etc Additional individual support in line with risk assessments. Personalised timetable providing access to LSA support as specified in SEN Support Plan/ EHC Plan. Formal behaviour monitoring systems to log and analyse incidents daily in order to review and modify strategies Time to discuss, develop and review individual reward systems and sanctions Internal exclusion/'time-out' facilities Specialist Staff Training including Positive Handling programmes /Team Teach. Non-educational input e.g. YOT, Improving Progressions, helping the YP to plan for the future. Involvement from voluntary sector to address needs re substance misuse, self harm, sexual exploitation High level of multi-agency involvement. Time and appropriate space for joint planning with YP, parents/carers, staff and other agencies to facilitate 'Team Around Family' approach. Consideration to a 'managed move'. Home-college contract and time for formal meetings with parents on a regular basis

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