

## Social, Mental and Emotional Health Provision at St. John's

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<ul style="list-style-type: none"> <li>• Assessments of strengths and weaknesses of social and emotional development using observations and/or behavioural checklists to establish a baseline</li> <li>• Recording and tracking of the frequency, intensity and duration of behavioural incidents using e.g. antecedent, behaviour, consequence (ABC); functional analysis.</li> <li>• Advice/assessment/analysis of strengths and needs from specialists and outside professionals e.g. Advisory Teacher; CAMHS; Educational/Clinical Psychologist; Psychotherapists/Primary Project.</li> <li>• Clear arrangements in place with local health partners and other organisations for making referrals to CAMHS</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour Policy reflecting the ethos of the whole school community</li> <li>• Teaching and learning environment audited frequently and changes made to support positive behaviour and learning e.g. a low stimulus work area; out of class work area; access to additional support</li> <li>• Access to grouping that enables the pupil to work with peers who provide good role models for social interaction and appropriate behaviour</li> <li>• Staff adapt teaching approaches (e.g. cuing the pupil with name and individual instruction)</li> <li>• Pupils are provided with the opportunity to reflect on own behaviour (e.g. use of a self-monitoring techniques/discussions)</li> <li>• Pastoral support in line with the school's vision, aims and values to supplement usual pastoral care arrangements</li> <li>• Social, emotional aspects of learning embedded across the</li> </ul>	<ul style="list-style-type: none"> <li>• Additional targets may be set through a Behaviour Management Plan (BMP) in consultation with parents/carers, relevant professionals and other agencies</li> <li>• Flexible approach to curriculum delivery to take into account their needs, strengths and preferred ways of learning</li> </ul>

	<p>curriculum and directly taught through PSHE and in small groups</p> <ul style="list-style-type: none"><li>• Individual coaching and/or therapeutic support from trained teachers or external agencies as appropriate, linking with professionals e.g. CAMHS, Educational Psychologist and external bodies to ensure quality assurance and safe practice</li><li>• Relevant training and CPD is made available as required e.g. Attachment Theory; Nurture Principles; response to School Anxiety; awareness of Mental Health and Emotional Wellbeing</li></ul>	
--	---	--