



Identification of pupils in need of support for Social, Emotional and Mental Health (SEMH) difficulties

Parents and/or school staff are concerned about a child – *Seek advice from Class Teacher, SENCo or Head Teacher.*
Ensure that the 'Emotion coaching' approach & behaviour regulation policy are being used effectively.



Meeting/conversation arranged with child/parents/class teacher and any initial actions agreed. **(Meeting notes to be uploaded to the school information system).**
Class Teacher, Head Teacher & ATA to gather information and monitor progress. Complete a cycle of 'pastoral' intervention to support SEMH with ATA & evaluate the impact **(6 -10 weeks – 1st cycle of the 'graduated approach')**



6 – 10 weeks - Review - Is child still a cause for concern?
and/or do they require provision which is 'different from' or 'additional to' the provision provided for their peers that may be recommended by an external professional?
and/or do they have a diagnosis from a doctor, educational psychologist or other professional?



YES – Complete a screening assessment using Edukit and evaluate the results to pinpoint any specific areas of need. Plan and complete a second cycle of intervention with HT or ATA.
Assess → Plan → Do → Review (second cycle)

NO – No Further action required but continue to be aware of the child and ensure that they are offered the opportunity to revisit the HT or ATA when needed.

6 – 10 weeks - REVIEW



Not working?
Referral to the NYCC SEN HUB – Seek advice from external agencies/specialists.

Small steps of progress?
Continue with school support from sessions with HT or ATA

Significant improvement?
No further action required. (As above)

6 – 10 weeks - REVIEW



Not working?
Seek further advice from external agencies/specialists.

Is working?
Continue with school support and/or advice from external agencies/specialists

The school or specialists may suggest a referral to the Child & Adolescent Mental Health Services (CAMHS) if:
1. The pupils needs appear to be long term, severe and complex;
2. The pupil has not responded to sustained & relevant measures taken by the school and external agencies/specialists;
3. The pupil may require SEN provision which cannot reasonably be provided within the resources normally available to mainstream schools.



Leyburn Primary School

