Social, Emotional and Mental Health Needs
Universal Provision Checklist

Universal Provision Materials
Swindon Core Standards for SEND

Name: **Date of Birth:** **Current Year Group:**
Universal Provision checklist
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. SEND CoP P98

Social Emotional and Mental Health Needs (SEMH)	
Classroom based strategies	**Y/N**
Have you got all the latest information about the pupil? Does this include an assessment of areas of difficulty? This could include: A Strengths and Difficulties Questionnaire? http://www.sdqinfo.com/a0.html or Boxall profile, Leuven scale, PASS etc.	
Have you got an Individual Behaviour Plan, including its delivery and outcome?	
Have you got visual prompts - getting it right?	
Is there a consistent classroom culture in line with school culture?	
Have you got a seating plan?	
Have you got consistent classroom practice: Routines? Response? Relationships?	

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Classroom based strategies	**Y/N**
Expectations? Culture? Feedback process from school?	
Are there positive relationships between adults and pupils, a fresh start each session? Are staff aware of their own feelings about the behaviour and how their responses impact on the child?	
Have you had a starting discussion about agreed expectations?	
Have you got a clear idea of what the next steps are for the child attitudinally and academically? http://www.teachingtimes.com/articles/attitudinal-surveying-boost-attainment.htm http://www.gl-assessment.co.uk/products/pass-pupil-attitudes-self-and-school	
Do pupils with attachment difficulties/separation anxiety have access to a member of staff to meet and greet them in the mornings to help them to separate positively from their parents/carers? (Peer groups if in secondary)	
Are attachment friendly strategies used to support children/young people with attachment needs?	
Are strategies such as home school books used to communicate key information between home and school to support transitions?	
Have you got a robust emotional literacy tracking system and intervention where appropriate?	
Have you looked at the language staff use and the behaviour they approach with pupils with SEMH needs?	
Self-Regulation	**Y/N**
Do staff work with pupils to help them to understand their own triggers and responses? e.g. by using the 5 point scale.	
Do staff work with pupils to help them to develop strategies to support self-regulation? e.g. breathing exercises, mindfulness, taking movement breaks	
Do staff model emotional language in daily teaching? e.g. 'I'm feeling x because y' or 'I thing you are feeling x because y.'	
Do pupils have access to a safe space in which to calm down when necessary?	
Are there structured emotional literacy interventions in place?	
Self-esteem and Self-confidence	**Y/N**

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Do staff identify, praise and build on each pupil's strengths?	
Is effort praised as well as the final product?	
Are positive learning behaviours praised and rewarded?	
Are pupils encouraged to think about what they have done well/what they have learned?	
Are pupils given clear behaviour targets where necessary, which are consistently praised/rewarded when achieved?	
Is the behaviour always labelled, rather than the pupil?	
Do staff try to catch pupils doing the right thing and praise this?	
Do staff pre-empt things that individual pupils are likely to find difficult and put support in place?	
Are pupils given a non-verbal way to show that they need help if necessary? e.g. traffic light cards, emotions chart	
Resilience	**Y/N**
Are mistakes used positively as a way to learn?	
Do staff share examples of where they have found things difficult/made mistakes?	
Empathy	**Y/N**
Do staff talk through situations after the event with pupils and discuss how a pupil's actions made others feel? e.g through use of comic strip conversations or getting pupils together for conflict resolution?	
Do staff use emotional language to describe how they feel about things as part of everyday teaching and encourage pupils to do the same?	
Managing Relationships	**Y/N**
Do staff model important social skills in their daily interactions with each other and with pupils?	
Is there support available at unstructured times for pupils who struggle to manage their social interactions appropriately?	
Is there a Buddy system in place at play and lunch times?	
Do staff support pupils to develop social interaction skills at unstructured times and during group work?	

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Do staff support pupils to work through situations after the event to understand where and why interactions with their peers have gone wrong and what they could have done differently? e.g through use of comic strip conversations.	
Do staff actively teach expected social behaviours where a pupil is demonstrating repeated difficulty in a particular area? e.g. through use of social stories, role playing situations.	
Are there structured social skills groups in place?	
Focus and attention	
Do pupils have access to a quiet work area when needed?	
Do pupils have the option to use ear defenders to help them focus?	
Do pupils have the option to use a work screen to help them focus?	
Do pupils have the option to use a wobble cushion to help them sit still and focus?	
Do pupils have the option to use a fiddle toy to help them focus?	
Are pupils allowed to take movement/ sensory breaks if needed?	
Do staff adapt the classroom to reduce visual or auditory distraction if necessary?	

Partnership work	**Y/N**
Have you :	
• Developed an early help (EHR) record?	
• Used a Graduated Response – this underpins pre-exclusion work?	
• **Involved/used :** • Child's social worker, foster parent , youth offending service (if allocated) MASH 466 903 • Early help locality team • EPS (Educational Psychology Service) • Fair access panel – checklist (Secondary schools) • Education Welfare Officers, Youth Engagement Workers, Swindon Mentoring and Self Help, Targeted Adolescent Mental Health Service • Exclusion and Reintegration team • Swindon Mentoring and Self Help: http://smashyouthproject.co.uk/ • Tuition service • Oakfield project (KS4) • Virtual School for Children looked after	

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• FSA/PSA • Parent/Carers • GP • Paediatrics • Health visitor • Aiming High • ASC/SCID team • Early intervention team • RESPECT • CAMHS • Portage • Children Centre • SALT • Hop/Skip/Jump • SEMH outreach team • STEP • Reduced timetable guidance	
Working Together	**Y/N**
Have you done a joint evaluation of the impact of the child's individual support plan?	
Is there a behaviour plan and risk assessment if required?	
Do you require bound book (tamper proof record book) entries that cover • curriculum alteration? • learning skills input? • working memory strategies? • social communication / interaction development needs?	
Have you found out which other professionals are working with or involved with the family/ carers?	
Have you considered if the family need support from: • On Track counselling? • http://www.swindon.gov.uk/info/20046/youth_services/101/youth_counselling • Uturn (substance and alcohol misuse)? • http://www.talktofrank.com/treatment-centre/u-turn • Targeted Adolescent Mental Health Service? • http://www.swindon.gov.uk/info/20048/health_support_for_children_and_young_people/125/targeted_mental_health_services • Youth Counselling? • http://www.swindon.gov.uk/info/20046/youth_services/101/youth_counselling • Kooth https://www.swindonccg.nhs.uk/your-health/mental-health-services/kooth	

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Have you identified who can provide the support? • Nyland SEMH Outreach Team https://www.nyland-pri.swindon.sch.uk/about-us/semh-support-team/ • Therapeutic support • Educational Psychology • Therapist • Autistic Resource Centre • Social Communication Interactive Difficulty Team • Have you completed an early help request?	
Have you facilitated a reflective space to accommodate staff and professionals clinic that considers • provision? • curriculum ? • restorative justice? • learning needs ? • attachment ? • support and training for staff ? • reflection on practice in the classroom and interaction dynamics between staff and pupils?	
Have you held a professionals clinic? If so, have you taken the outcomes from the professionals' clinic and shared with the parents or carers as well as other staff who work with the child?	
Are you thinking about a FTE? If so, what is the rationale and what difference will it make to outcomes? Will it help the child to learn to 'behave'? Have you focused on • provision? • curriculum? • restorative justice? • learning needs? • Attachment? • school ethos?	
Questions to ask before determining a consequence	**Y/N**
Is this:	
• to punish?	
• to buy time?	
• to send a message to the school community?	
• to protect a victim?	

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• in the best interest of the school?	
• in the best interest of the child?	
• likely to have a positive impact on the individual/school?	
• likely to have a negative impact on the individual/school?	
• likely to have no impact on the individual/school?	
• carried out because it is in your behaviour policy?	
• the only solution?	
• reasonable and proportionate?	
• consistent with previous decisions?	
• the last solution tried?	
• keeping the child's needs at the forefront?	
• a consequence or a punishment?	
• meeting adult need for justice?	
• to change behaviour in the long term?	
• to allow an opportunity to reflect and restore?	