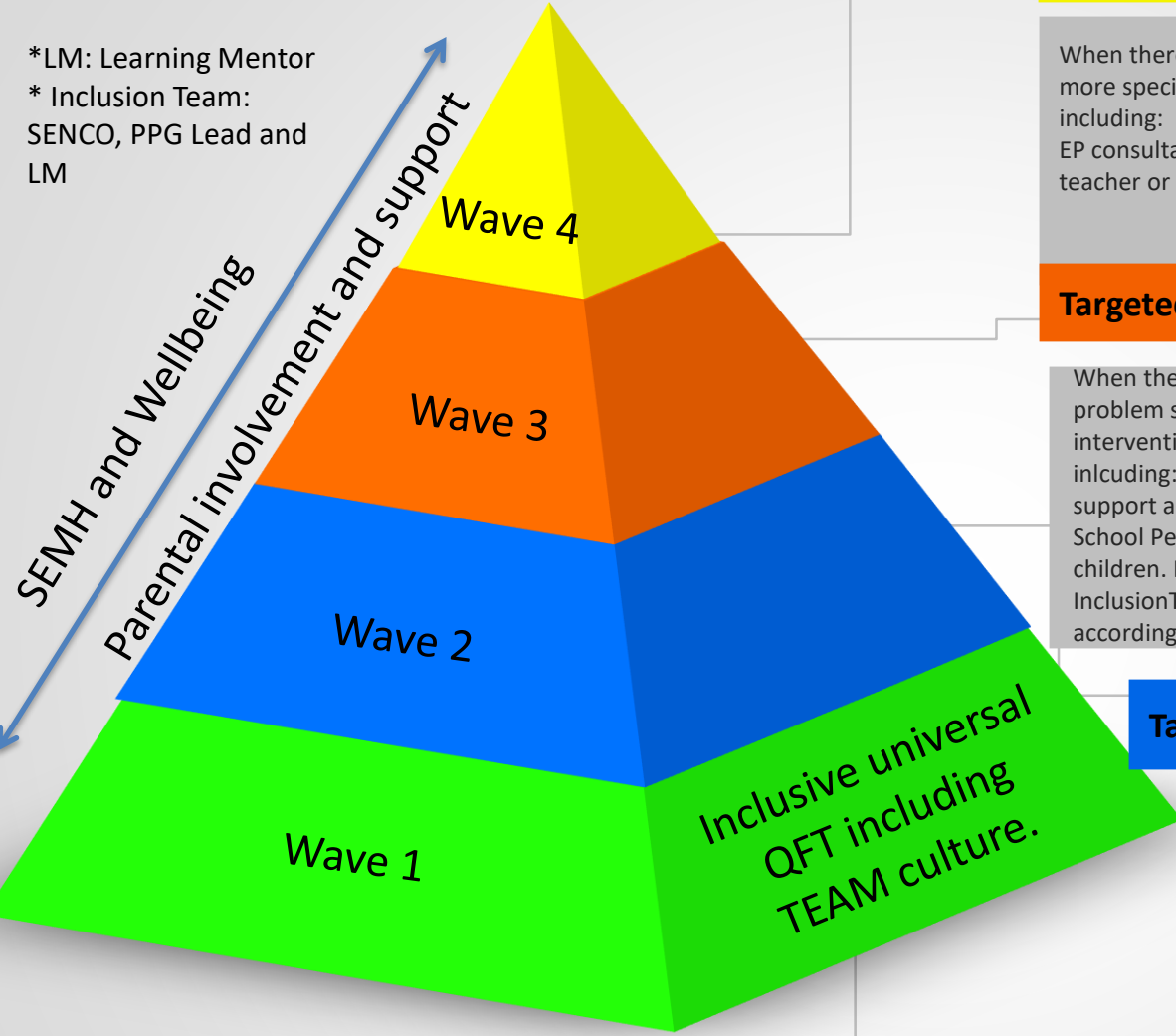


# MVP SEMH inclusion intervention

\*LM: Learning Mentor  
 \* Inclusion Team:  
 SENCO, PPG Lead and  
 LM



## Specialist (External)

When there is little or no movement on the impact scale in Wave 2/3, more specialist intervention may be required in liason with the SENCO including:  
 EP consultations, CAHMS referral, EHCP, SALT, OT, Specialist support teacher or other external agencies.

## Targeted (Inclusion Team \* )

When there is little or no movement on the impact scale in Wave 2 , a problem solving meeting facilitated by the Inclusion Team targeted LM intervention will be delivered either in small groups or individually including: lego therapy, emotional literacy, self eteem work, self regulation support and social stories, ELSA intervention, CAMHS consultation, Virtual School Person Centred Therapist for consultation and advice for PPG+ children. If minimal progress is identified, the LM will liaise with the InclusionTEAM and TEAM teacher who will then refer the child accordingly.

## Targeted (TEAM teacher and support staff )

When children are identified as a CFC (cause for concern) TEAM teachers and support staff will collaborate and provide in TEAM small group or individual interventions including: targetted emotional literacy work, social stories and check in/out based on individual child’s need and next step discussions. If the child is still a concern (impact scale measured) after in-TEAM intervention refer to Inclusion TEAM for next steps.

## Universal QFT and TEAM culture

Inclusive teaching, learning and TEAM culture is embedded and accessible for every child. This is accessed through Conscious Discipline which includes: identity and belonging, togetherness, care, self regulation, recognising others, emotional awareness, awareness of others. Inclusion and diversity is included across the curriculum. Weekly TEAM check in, Apologies and Acknowledgements, restorative approaches to resolving conflicts, the RSHE curriculum including No Outsiders curriculum. Positive playtimes, AMIGOS personal skills development through Outdoor Learning and Art.

# SEMH intervention flow chart

Wave 1: After whole TEAM QFT, are there concerns in regards to social, emotional and mental health?

Yes

**Move to Wave 2** and complete Wave 2 intervention. TEAM teachers and support staff devise plan based on individual need and use impact scale. Concern shared with parents and recorded on CPOMs. After 6 weeks is the child still a concern (impact scale)?

Yes

Complete referral to Inclusion Team. Discussion with parent recorded on CPOMs. Has this been completed?

Yes

Inclusion Team will look at wave 2 evidence and **move to Wave 3** if required. Does this child require Wave 3 intervention?

Discussion with parent, teacher and SENCO: EHCP/Change to existing EHCP or change of placement may be required.

No

**Wave 4:** Inclusion Team and Team Teacher discuss child and decide appropriate referral for next step support or if further Wave 3 intervention may be required. The child is continually monitored and strategies are put in place when received. Have these strategies made a difference?

Yes

Continue strategies and monitor using the graduated response.

No

Continue universal offer

Monitor

**No:** more Wave 2 may be required. Discussion between class teacher and Inclusion Team

**Yes:** discussion with parent/class teacher/SENCO

No

Discussion with Team Teacher and Inclusion team to decide intervention and liaise. Plan and deliver intervention and assess using impact scale. Is the child still a concern?

Yes

Wave 2/3 SEMH plan and impact scale

Date started \_\_\_\_\_

Review date \_\_\_\_\_

Brief description of need:

Wave \_\_\_\_\_

<b>None</b>	<b>low</b>	<b>high</b>	<b>significant</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Plan/intervention:

Review:

Impact:

<b>None</b>	<b>low</b>	<b>high</b>	<b>significant</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>