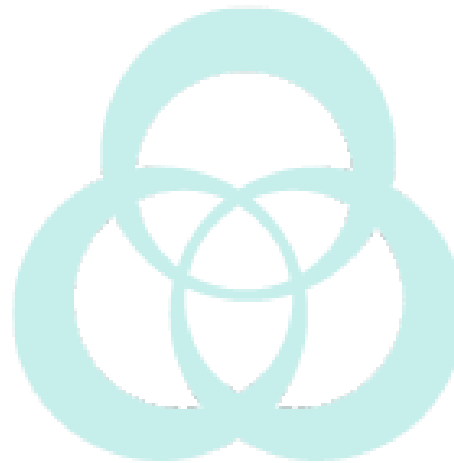


CoMLP SEMH Outreach Online Training:

SEMH AND CLASSROOM MANAGEMENT



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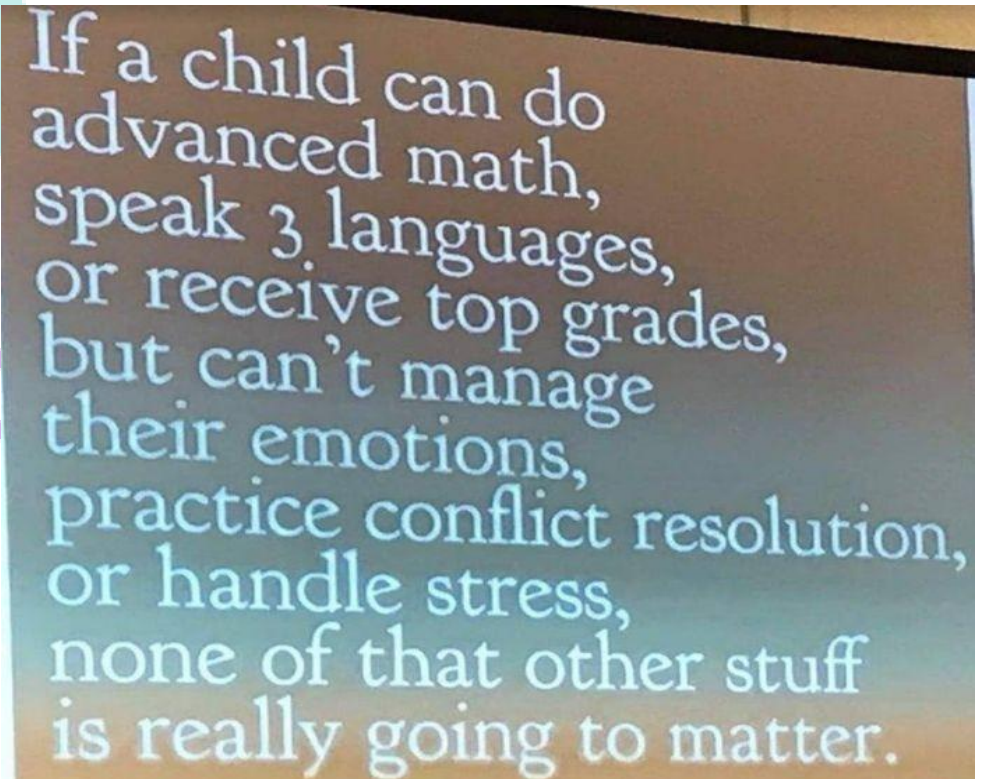
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What is SEMH?

Some children and young people have **special educational needs** which are called "social, emotional & mental health" (SEMH) needs.

These needs can appear in a number of different ways, including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Every child is unique!

SEMH needs can be disguised by SLCN needs or enhanced and the inability to communicate can then be shown through more challenging, sometimes physical behaviours. These needs also make emotions very difficult to understand and communicate.



If a child can do advanced math, speak 3 languages, or receive top grades, but can't manage their emotions, practice conflict resolution, or handle stress, none of that other stuff is really going to matter.

Behaviours:

Restlessness / fidgety
Withdrawn
Uncooperative
Disruptive
Refusal
Tell lies
Mood swings
Struggle socially
Impulsive
Verbal aggression
Physical aggression
Perceived injustice
Need for control
Frustrated

SEMH needs in the classroom may include learners with a diagnosis of:

Emotional Behavioural Difficulties (EBD).

Attention Deficit Disorder (ADD).

Attention Deficit Hyperactive Disorder (ADHD).

Obsessive Compulsive Disorder (OCD).

Oppositional Defiant Disorder (ODD).

Attachment disorder.

Anxiety disorders.

Autism, including those with a Pathological Demand Avoidance (PDA)

CLASSROOM STRATEGIES



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Today we will look at some of the basic things you can do to support children with a range of SEMH needs, diagnosed or not, in your classroom.

You probably already use lots of these, but that can be reassuring, but also it can be a reminder of strategies to make your classroom as inclusive as possible

There will be lots of crossovers where a strategy will be useful in more than one area of support

ENVIRONMENT

ROUTINE

TRANSITIONS

ENVIRONMENT

Your Classroom:

Distractions?

Adults' position in room?

Relationships
- staff and peers

Areas for different
moods / needs??

YP's position in room?

Clutter?

Resources?

Environment

Display?



POSITIVE RELATIONSHIPS



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Positive relationships underpin all of the Nurture Principles. Without positive relationships and observations of the children looking for patterns and changes, no strategy will work to support them.

Prioritising. Modelling and encouraging positive relationships between staff and pupils and between peers.

Children with SEMH often need support with social skills, the idea of winning and losing and how to handle it, bullying

Teaching children about differences - celebrating and learning about everyone having different needs. Eg Mental Health Awareness week
Help build a sense of belonging.

Making Sense of the Boxall book links to areas of needs from Boxall profile and can have useful intervention ideas.

THE CLASSROOM - Things to consider



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POSITION IN THE CLASS:

- Near the door or actually better closer to the CT?
- Tables in groups or rows? Individual workstation?
- Limit distractions: Near to a window? Busy traffic area?

DISPLAYS:

- Colour of displays - Bright v pastels.
- Adapted for their needs? Concrete, pictorial and abstract

RESOURCES:

- Get resources out only when needed - class is clutter free. Reduce the risk
- Use of concrete resources
- SEND resources - ear defenders, fidgets, pencil grips, writing slope



ROUTINES

Your Classroom:

Use of adults?

Consistent Approaches?

Restorative approaches?
Emotion check-ins?

Recognition system?

Game plan?

Use of visuals?

Scripting?

Organised?

ROUTINES

USING VISUALS

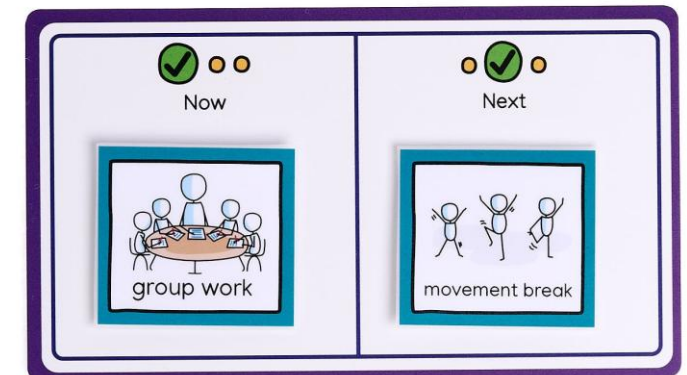
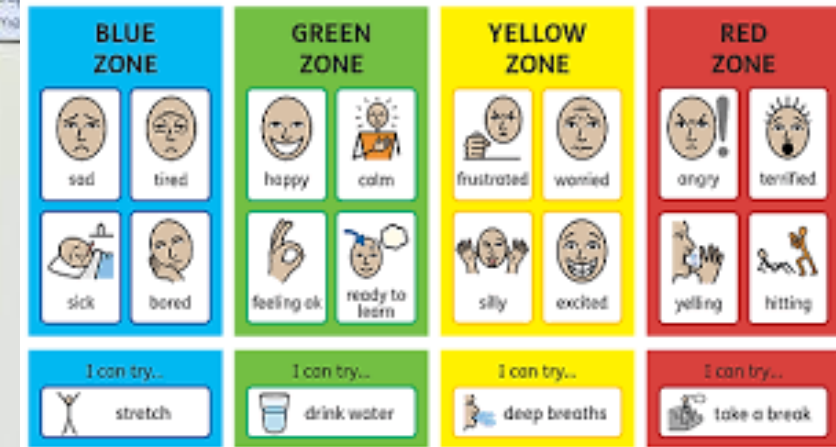
The unknown creates anxiety so consistent routines are essential

Make it as **PREDICTABLE** as possible and communicate the **STRUCTURE** with visuals

Visual helps **ALL** children to refer to it when they need reminders;

Refer to the visuals throughout the day

Make rules visual and simple to refer to - positively framed



Provide even more structure for children with SEMH needs - visual support and **CONSISTENCY**

Task Management:

Maths



Task: 'To be able to use place value apparatus for addition'		
	Job:	Done:
1	Copy the calculation into your book.	✓
2	Match the figures and place value apparatus.	
3	Put all the ones together. If you have more than 10 ones, swap them for tens.	
4	Put all the tens together.	
5	Count the tens. Count the ones. Write the answer.	

Target:

Tick:

Safe, Kind and Polite.



Effort In My Learning



Used my Time-Out Responsibly



Task Plan

What do I need?	1	4
	2	5
	3	6
What do I need to do?		
1.....	☐	
2.....	☐	
3.....	☐	
Anything else?		
.....		☐
.....		☐
Reward	How long?	FINISH

Drill, Embed and Acknowledge...

Sue Cowley talks about 'The Reliable Adult'

- We know the behaviours we need
- We are confident about getting the behaviours
- We narrate the 'why'
- We reinforce and revisit expectations
- We model the expectations consistently
- We give unconditional positive regard-'unshockable'



Relentless Routines



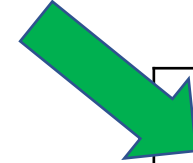
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Curriculum and Tasks/Activities



Transition
Do Now
Meet & Greet
Starter/LO's
New Content
Apply New Knowledge
Assess
Plenary
Exit

Classroom Routines



Seating Plans
Movement
Group roles/responsibilities
Language
Questioning/Feedback
Noise Levels
Recognition
Transitions



TRANSITIONS

Your Classroom:

Movement in and out of classroom?

Equipment?
(getting out
and tidying)

Safe space/ time-out?

Change of task?

Routine?

Jobs?

Transitions



The Importance of Transition in Our Lives



Transitions are an optimum climate for potential escalation. Change is difficult to navigate, especially when young people have insecure attachment. Routines must be structured as much as possible to support a young person's ability to regulate in change.



Mornings/Afternoons / After-School



Into class/between class/leaving class/changing lessons



Social-times



Between tasks/activities in class.

Routines in threes:

On-Entry:

1. Smile and seat
2. Equipment out
3. Ready to Learn

Between Tasks:

1. 3, 2, 1 Countdown
2. Instruct and Inform
3. Clarify and aspirational expectation.

Exit:

1. Stay seated and tidy
2. Stand behind chairs
3. Smile and controlled exit