



SEMH

Social, Emotional & Mental Health

Support Team



Who are we?

The SEMH Support Team is part of the Swindon SEMH Graduated Response and promotes the inclusion of pupils with social, emotional and mental health difficulties in the mainstream classroom. We are a team of teachers and teaching assistants who are experienced in working in schools with children whose behaviour is causing concern to the adults around them.

Between us we have a wealth of experience of working with pupils of all ages and abilities, strengths and needs, including ASC, MLD, SLD, SEMH, ADHD, speech and language difficulties, sensory impairment, attachment difficulties, and medical needs, in mainstream and special schools, early years settings and SRPs.

We take referrals from Primary schools and early years settings across Swindon and surrounding boroughs, and currently support over 170 settings.

The SEMH Support Team is not a traded service; schools access our support through completing a Request for Support form found on our website at: www.nyland-pri.swindon.sch.uk/about-us/semh-support-team. Early Years settings request our service via their Early Years Consultant.

The Referral Process

Once we receive a Request For Support form we will organise a meeting with the school to ensure that all aspects of the graduated response have been considered and that the referral is appropriate for our team.

We will then make a decision about how best to support the pupil and the school.

We ALWAYS respond to requests for support within 2 weeks.

Our Team

Team Leader

Aarron Wynne

Admin Assistant

Clare Holmes

Outreach Teacher

Carrie-Ann Cornfield

Outreach Teacher

Kirsty John

Outreach Teacher

Carol Shute

Outreach Worker

Marilyn Coombs

Outreach Worker

Dan McGuinness

Outreach Worker

Bekki Passant

Outreach Worker

Jo Sayer

Team Counsellor (Support for adults only)

Anne Oyston

How do we work?

Our remit is to facilitate schools to manage and support pupils, whose dysregulated or withdrawn behaviour suggests an underlying unmet need such as an SEMH need, within their environment.

We work with staff, pupils, parents and families.

We address needs at all levels: whole school or key stage; whole class; groups – of pupils, parents, families, staff; and individual pupils, staff or parents.

We support on a range of issues, including:

Emotional Literacy

Self Esteem

Resilience

Understanding Relationships

Skills for Learning

Confidence Building

Anger Management

Anxiety

Building and Sustaining Friendships

Communication

Bullying

Diagnosed Conditions

Listening Skills

Social Skills

Transitions

How do we support people and systems in schools?

- Advice around safeguarding.
- Training staff at all levels, in all areas which impact on behaviour, and providing strategies to support them.
- Workshops for staff and parents, addressing specific needs.
- Surgeries – whole school, key stages, clusters, federations.
- Modelling appropriate strategies.
- Attendance at TAC, TAF, Chin, CP and other meetings.
- Facilitating and supporting mediation.
- Engaging disengaged pupils, parents and staff.
- Facilitating changes in perceptions of staff, pupils, parents and situations.
- Being a fresh pair of eyes.
- Endorsing what the staff are already doing well.
- Observing pupils in school and giving appropriate, individual, timely, written advice with suggested supportive strategies.
- Providing reports to support referrals and applications to other agencies eg Paediatricians, Senrap.
- Assist with compiling and completing EHR, EHCP and funding applications.
- Supporting managed moves and transfers to other schools.
- Assisting with the completion of risk assessments, behaviour plans, records and identifying targets.
- Supporting pupils to re-integrate into mainstream provision.
- Proactive and preventative strategies including supporting children in early years settings and during their transition to school.
- Advice and support over the phone.
- Quick response to serious incidents in school.

Addressing Individual Needs

- Identifying the main underlying need driving the behaviour.
- Being an advocate for the child
- Providing some resources to be used in school to support the child.
- Engaging with other professionals eg. Social Care, Health, CaMHS, TaMHS, EP, EWO, SENAT.
- Facilitating support for pupils and families from others eg Social Care, Health Visitors, Parent Support Services.

Support for parents

- Signposting to other agencies/ help.
- Parent groups/counsellor support.
- Supporting communication and facilitating improved relationships.

Working with, and on behalf of, staff

- Staff awareness of needs – theirs and pupils’.
- Increasing capacity and building resilience.
- Awareness of, and strategies to support, a range of underlying difficulties, including attachment issues, ADHD and ASC.
- Developing differentiated environment, curriculum and timetables for vulnerable learners.
- Building capacity in schools to enable staff to support very challenging behaviour.
- Setting up and reviewing behaviour policies and assisting with behaviour audits.
- Setting up Nurture groups.
- Supporting staff to put suggested strategies into practice.

Some of the approaches we use

- Solution focussed approaches.
- Thoughts – feelings – behaviours
- Therapeutic stories
- Circle of friends
- Social stories
- Goal driven coaching (delivered by an ILM level 5 certified coach) for staff.
- 1:1 or group sessions
 - addressing needs of staff in order to empower, support and enable them to work effectively with young people; pupils Yr 4+.
- Engaging hard to reach pupils, focusing on 3 B's
 - Becoming (aspirations)
 - Behaving
 - Belonging (identity)
- Peer mediation
- Circle time
- Playleaders

Note: There is an expectation that any work delivered in the school is completed alongside a member of staff. This will ensure long term sustainability and valuable CPD for staff.

Assessing impact

There are various ways in which we assess the impact of our work, including: observations of the pupil at the beginning and end of our support; discussions and anecdotal feedback from the child, staff and parents; self-assessment activities with the child, staff and parents; monitoring numbers of exclusions and numbers of positive handling incidents; evaluation forms; EYFS assessments – baseline and end of intervention.



Office Address:

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Web: www.nyland-pri.swindon.sch.uk/about-us/semh-support-team

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