**SEMH Profile: Understanding and Supporting Children Together**

**Guidance Document for Using the Pupil Profile**

The following meeting format and document should be referred to when a child/ young person is suspected to have significant SEMH needs which require better understanding and targeted support, through a collaborative approach.

**Format of the Meeting:**

* Those involved (the child/young person where appropriate, the family, school staff and other professionals) negotiate a time and place to meet to discuss how to better support the child/young person. An interpreter should be invited if the family will benefit from this. The facilitator (most likely a school staff member) knows about person – centred practice, as described here: (<https://biteable.com/watch/3375728/b531b9c6f7ee456244147b184806036d>).
* The meeting should last for approximately 60 - 90 minutes.
* The checklist should be closely followed, although the path through the document does not need to be linear. Ideas can be added to any section during discussion.
* It is suggested that key points are written on an A1 version of the pupil profile. Alternatively, it can be shared via a screen and key points typed. Individuals’ literacy levels should be considered. Drawings could enhance meaning.
* All participants leave with a) a copy of agreed actions and b) a copy of the child’s targets. One way to share these is for a scribe to write them on a big piece of paper in the centre of the table and for everyone to take photographs (using the child’s initial and not name for confidentiality). If written targets are not deemed appropriate, they can be recorded and stored in this way.

**Checklist 1:**

1. The facilitator asks participants to introduce themselves in turn.
2. The facilitator draws participants’ attention to the page marked ‘confidential’. He/she fills in appropriate details, including individuals’ ideas about what they hope to get from the meeting.
3. The facilitator explains that the purpose of the meeting is to a) share important information about the child’s needs and strengths, b) plan what meaningful support will look like and c) set targets and actions for those involved.
4. The facilitator asks participants for their thoughts linked to the ‘relevant background’ section. The child’s academic progress and language skills can also be considered at this point.
5. The facilitator asks those who know the child already to consider strengths that he/she has. This is completed by asking the questions in the pink box. The child’s views are written in the purple circle in the centre of the document for each section, since these are crucial to consider.
6. The facilitator asks participants to consider the child’s needs, similarly. This information goes into the ‘what is not going so well’? box. Again, the child’s views are written into the centre.
7. The child’s relationships and regulation skills are particularly considered, and participants are asked for their thoughts about the child’s skills in these areas.
8. The facilitator then facilitates a discussion about what change they would like to see for the child and ideas are written in the ‘next steps’ section of the document. Considering the child’s needs and strengths, participants plan 3 short- and long-term targets for the child, including timescales and the support needed. See below for an example of a target which specifically relates to relationships:

|  |  |  |  |
| --- | --- | --- | --- |
| **Area to develop (Linked to the 5 Rs)** [**Understanding and Developing Social, Emotional and Mental Health Skills (SEMH) | Newcastle Support Directory**](https://www.newcastlesupportdirectory.org.uk/understanding-and-developing-social-emotional-and-mental-health-skills-semh) | **Short term target (to be achieved by)** | **Long term target (to be achieved by)** | **What help/support is needed to achieve this?**  |
| *Relationships:**(The child’s relationship with the key worker in school)* | *(The child and the key worker have shared key information about the child’s likes and dislikes, strengths and needs within a 2-week timescale)* | *(The child can self-monitor how happy he/she is feeling on a 5-point scale at various points each day and share this with a key worker twice a week)* | *(Practical arrangements relating to key worker, creation of a 5-point scale and practising using it with a key worker there)* |

1. The facilitator thanks those present for their input.

**The Pupil Profile**

**CONFIDENTIAL**

**Initial Support Plan for child or young person experiencing Social, Emotional and / or Mental Health difficulties.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of child or young person** |  | **Date of Birth** |  |
| **School or setting** |  | **Today’s Date**  |  |
| **Team around the child/young person** |  |

|  |
| --- |
| **What brings us here?** |

|  |
| --- |
| **What do individual members of the team including the child/young person hope to get from this process? How will the team know the present concerns have improved?****Child/Young person****Parent/Carer****Teacher****Other adult(s)** |

**Academic progress and communication skills**

* **Current attainment in Maths and English**
* **Rate of progress relative to peers**
* **Any language/communication issues of note?**
* **Approach to learning e.g., motivation, attention, engagement**

**Next Steps**

|  |
| --- |
| **Outcome 1 – linked to 5 Rs (skill working towards, length of time, level of independence etc.) Consider including a target related to the children and young people’s communication skills.** |
| **How to help child/young person achieve this…*** Strategies
* Who is responsible?
* Timeframe
* Intervention
* What training do staff need?
 |
| **Outcome 2** |
| **How to help child/young person achieve this…** |
| **Outcome 3** |
| **How to help child/young person achieve this…** |

**How successfully does child/young person…**

* Initiate interactions with adults and peers
* Sustain interactions with adults and peers
* Manage group situations
* Play and/or communicate reciprocally

**How successfully does child/young person…**

* Recognise and identify their emotions and feelings
* Recognise and identify emotions in others
* Show appropriate emotional responses to arising situations
* Manage their emotions effectively (with support or independently)

**What is not going well? When are things more difficult? What triggers are there? How does this present?**

**Relevant background and context**

* **Family situation/story**
* **School placements/educational history**
* **Diagnoses and/or speech, language and communication need (SCLN)**
* **Historic and current external professional involvement**

**Child/Young person’s**

**thoughts, views, and feelings…**

**What is going well? When are they at their best?**

* **Particular lessons or hobbies**
* **Relationships with adults/children**
* **Character and attributes**
* **Environment**

**Adapting the Meeting at a Transition Point for a Child with SEMH Needs, Requiring Targeted Support:**

The following should be considered at a transition point.

1. Who will the child’s key worker be in the receiving school? The key worker would ideally be responsible for meeting with the child twice every week to discuss his/her thoughts, feelings and progress in relation to targets.
2. When is the child due to start the physical transition to the school and on what time scale? The transition should adhere to the following principles:
* The child should visit the school with a person they trust and meet the key worker before starting.
* The child visits the key areas of the school with a person he/she trusts before starting.
* The child should meet the form tutor/class teacher before starting.
* All staff teaching the child should be aware of their needs and strengths, as discussed in this meeting and summarised by the key person from the receiving school.
* The child needs to have a uniform for the day they start. Who will arrange this?
* Who will arrange the support discussed that the child needs? What practicalities need to be organised/information gained?
* How will information be communicated between home and school?
1. Consider how we can we support the child’s self-esteem/confidence during transition. Is there an extra-curricular activity he/she will enjoy, and we can set up?
2. What support could be offered/looked into in the family context during the transition period?
3. The facilitator facilitates a discussion about actions/next steps needed by each participant by the date of the next meeting. Ensure everyone has correct contact details, give thanks for everyone’s hard work and participation and close the meeting. Put in a date for the next Transition Review Meeting (to take place within the first 2 weeks of the child starting at the receiving school).

Format of the Meeting

* This document is to be used at the Transition Review Meeting, 2 weeks after the child has started physical transition to the receiving school.
* The meeting should be facilitated by a representative in the receiving school.

*Checklist 2:*

1. The facilitator asks participants to introduce themselves in turn.
2. The facilitator explains that the purpose of the meeting is to
3. share progress in relation to the child’s targets
4. discuss what is going well
5. discuss what has been more problematic and
6. set actions for those involved.
7. The facilitator asks the participants to review the short- and long-term targets set at the Transition Meeting. Was the short-term target met? How is the child doing in relation to the long-term target? What needs to happen from the child and the school in order that targets are met? Note – although rewording of the targets is fine, please avoid changing targets completely as they have been negotiated after careful understanding of the child. The targets are updated with new timescales.
8. The facilitator asks each participant to comment on what has gone well in terms of the transition. Refer to the following:
* The child’s relationship with the key worker. Are they meeting? What are they doing? Is this helpful? How?
* The child’s relationship with their form tutor/class teacher? Are they aware of the child’s needs and strengths?
* Are all staff teaching the child aware of his/her needs and strengths?
* Does the child have the right uniform?
* Is there a plan for home – school communication?
* Other things that have gone well?
1. The facilitator asks each participant to comment on what has been more problematic in terms of the transition. Refer to the ideas in point 4, as well as other areas. If a problem relates to something else, the facilitator facilitates a discussion and the group agree some actions, using the prompts:
* What have you tried?
* What challenges are you facing?
* What is it going to take to make things even a little bit better?
* What support might the school/child/family need?
1. General actions are agreed, thanks are shared, and a date is set for the next meeting (in 4 weeks’ time).