

## SEND and Inclusion Toolkit

Name of school	
Date	
Details of person(s) completing this toolkit	
Outside Agency input provided by	

**1 – Strongly agree   2 – Agree   3 – Disagree   4 – Strongly disagree**

If you would like to comment on any of the statements, please do so in the space provided.



*Working for  
Warwickshire*

Based on: Behaviour and attendance: in-depth audit for primary schools © Crown copyright 2004

Transforming Pupils and Young People's Mental Health Provision (Green Paper, 2017)

'What good looks like in psychological services for schools and colleges' – Primary prevention, early intervention and mental health provision

(BPS, Autumn 2017)

(Warwickshire Educational Psychology Service & Specialist Teaching Service 2019)

## Section 1: Leadership and Management

Statement	Examples/ Comments	1	2	3	4
There is a named Designated Senior Lead for SEMH who is on the Senior Leadership Team					
There are systems in place to disseminate training to the wider school staff					
The Leadership Team is committed to embedding training through the School Development Plan					
Provision is monitored, reviewed and evaluated 'plan, do, review'					
There is regular whole school promotion of mental health awareness for staff, pupils and parents/ carers					

Based on: Behaviour and attendance: in-depth audit for primary schools © Crown copyright 2004

Transforming Pupils and Young People's Mental Health Provision (Green Paper, 2017)

'What good looks like in psychological services for schools and colleges' – Primary prevention, early intervention and mental health provision

(BPS, Autumn 2017)

(Warwickshire Educational Psychology Service & Specialist Teaching Service 2019)

## Section 2: Stakeholder Voice

Statement	Examples/ Comments	1	2	3	4
Pupils are involved in the development of systems for promoting emotional well-being.					
Support systems are clear and known to pupils					
Staff invite pupil views and act on their feedback					
Support systems are clear and known to parents/ carers					
Staff invite parent/ carer views and act on their feedback					
Pupils and parents/ carers are fully involved in all processes of support					

Based on: Behaviour and attendance: in-depth audit for primary schools © Crown copyright 2004

Transforming Pupils and Young People's Mental Health Provision (Green Paper, 2017)

'What good looks like in psychological services for schools and colleges' – Primary prevention, early intervention and mental health provision

(BPS, Autumn 2017)

(Warwickshire Educational Psychology Service & Specialist Teaching Service 2019)

## Section 3: Training

Statement	Examples/ Comments	1	2	3	4
All staff understand the impact Cognition and Learning needs can have on SEMH					
All staff understand the impact Communication and Interaction needs can have on SEMH					
All staff understand the impact Physical and/ or Sensory needs can have on SEMH					
All staff know what 'good mental health' looks like					

Based on: Behaviour and attendance: in-depth audit for primary schools © Crown copyright 2004

Transforming Pupils and Young People's Mental Health Provision (Green Paper, 2017)

'What good looks like in psychological services for schools and colleges' – Primary prevention, early intervention and mental health provision

(BPS, Autumn 2017)

(Warwickshire Educational Psychology Service & Specialist Teaching Service 2019)

Statement	Examples/ Comments	1	2	3	4
Staff trained in recognising the signs and understanding the strategies to support:					
Deliberate self-harm					
Anxiety					
Depression					
Attachment Needs					
Internalised and externalised behaviours					
Trauma / PTSD					
ADHD					
Peer issues/social connectedness					
Emotionally based school refusal					

Based on: Behaviour and attendance: in-depth audit for primary schools © Crown copyright 2004

Transforming Pupils and Young People's Mental Health Provision (Green Paper, 2017)

'What good looks like in psychological services for schools and colleges' – Primary prevention, early intervention and mental health provision

(BPS, Autumn 2017)

<b>Transition related anxiety</b>				
<b>Low self-esteem/ low confidence</b>				
<b>Solution Focused Brief Therapy Approaches</b>				
<b>Staff trained in:</b>				
<b>Emotion Coaching</b>				
<b>Nurturing Inclusion</b>				
<b>Tackling the Stigma of Mental Health (including the positives of help-seeking)</b>				
<b>Mental Health First Aid</b>				
<b>Mindfulness</b>				
<b>CBT Approaches</b>				
<b>School staff understand the RISE service</b>				

Based on: Behaviour and attendance: in-depth audit for primary schools © Crown copyright 2004

Transforming Pupils and Young People's Mental Health Provision (Green Paper, 2017)

'What good looks like in psychological services for schools and colleges' – Primary prevention, early intervention and mental health provision

(BPS, Autumn 2017)

(Warwickshire Educational Psychology Service & Specialist Teaching Service 2019)

School staff have confidence accessing the Dimensions Tool

## Section 4: Provision

Statement	Examples/ Comments	1	2	3	4
Systems and structures are in place to ensure that needs are identified early on					
Support systems form a coherent continuum which allows graduated provision to be matched to the needs of individuals or groups. This is in line with the Warwickshire SEND Education Provision Matrix					

Based on: Behaviour and attendance: in-depth audit for primary schools © Crown copyright 2004

Transforming Pupils and Young People's Mental Health Provision (Green Paper, 2017)

'What good looks like in psychological services for schools and colleges' – Primary prevention, early intervention and mental health provision

(BPS, Autumn 2017)

(Warwickshire Educational Psychology Service & Specialist Teaching Service 2019)

<p>There are effective systems of support for:</p> <p>a) any individual pupil who may require support from time to time e.g. bereavement, divorce, new family structure</p>					
<p>b) new pupils (an induction process for groups of pupils starting together and individuals who start at the beginning of an academic year or part way through)</p>					
<p>c) pupils returning from a long term absence</p>					
<p>d) pupils who are looked after</p>					
<p>e) pupils from gypsy/traveller families</p>					

Based on: Behaviour and attendance: in-depth audit for primary schools © Crown copyright 2004

Transforming Pupils and Young People's Mental Health Provision (Green Paper, 2017)

'What good looks like in psychological services for schools and colleges' – Primary prevention, early intervention and mental health provision

(BPS, Autumn 2017)



<b>f) pupils from ethnic minority groups</b>					
<b>g) pupils who are adopted or who are subject to Special Guardianship Orders</b>					
<b>h) pupils who are transgender</b>					
<b>i) pupils who deliberately self-harm</b>					
<b>j) pupils who are experiencing stress and anxiety</b>					
<b>k) pupils who are experiencing depression</b>					
<b>l) pupils who are experiencing bullying</b>					

Based on: Behaviour and attendance: in-depth audit for primary schools © Crown copyright 2004

Transforming Pupils and Young People's Mental Health Provision (Green Paper, 2017)

'What good looks like in psychological services for schools and colleges' – Primary prevention, early intervention and mental health provision

(BPS, Autumn 2017)

(Warwickshire Educational Psychology Service & Specialist Teaching Service 2019)

Statement	Examples/ Comments	1	2	3	4
m) pupils who have a physical illness and/or disability					
n) pupils who are young carers.					
Pupils have access to different places to go to talk, express their views or 'just be'.					
There is a robust system for tracking the impact of support systems					

## Section 5: Working with Families

Statement	Examples/ Comments	1	2	3	4
Parents/ carers are offered universal groups focused on specific topics (such as transitions, promoting mental health, anxiety management, understanding and managing behaviour difficulties).					

Based on: Behaviour and attendance: in-depth audit for primary schools © Crown copyright 2004

Transforming Pupils and Young People's Mental Health Provision (Green Paper, 2017)

'What good looks like in psychological services for schools and colleges' – Primary prevention, early intervention and mental health provision

(BPS, Autumn 2017)

<p>The school offers pre-referral 'drop-in sessions' for parents/carers with designated lead member of staff for SEMH/SENDCo</p>					
<p>School staff have knowledge about, and links to external and community sources of support for pupils, families and individuals</p>					
<p>All staff understand Early Help and promote it where appropriate</p>					

## Section 6: Working with Agencies

Statement	Examples/ Comments	1	2	3	4
<p>Outside agencies are involved in tracking emotional well-being and progress.</p>					

Based on: Behaviour and attendance: in-depth audit for primary schools © Crown copyright 2004

Transforming Pupils and Young People's Mental Health Provision (Green Paper, 2017)

'What good looks like in psychological services for schools and colleges' – Primary prevention, early intervention and mental health provision

(BPS, Autumn 2017)

<p>The school works with link settings e.g. junior schools, secondary schools</p>					
<p>The school works with traded services e.g. EPS, STS, IDS, EMTAS, Flex Learning</p>					
<p>School staff work proactively with health services</p>					
<p>The school works in partnership with Social Care.</p>					

For further Information please contact Tammy Mason ([tammymason@warwickshire.gov.uk](mailto:tammymason@warwickshire.gov.uk)) or Eileen Kell (eileenkell@warwickshire.gov.uk)

Based on: Behaviour and attendance: in-depth audit for primary schools © Crown copyright 2004  
 Transforming Pupils and Young People's Mental Health Provision (Green Paper, 2017)

'What good looks like in psychological services for schools and colleges' – Primary prevention, early intervention and mental health provision (BPS, Autumn 2017)