

Social, Emotional and Mental Health (SEMH) Graduated Response Provision Grid

Universal – Thrive – Early Years Band 1 - School Age Band A – Social Care Level 1

For those whose current need is support to maintain mental wellbeing through effective prevention and promotion strategies or may experience low level SEMH support.

Universal – Whole School

- Inclusive ethos that supports learning and wellbeing of all CYP - focus on pupil strengths, ensure all pupils feel liked and valued. Consider whole school policies and practices including reasonable adjustments from a SEND perspective, accommodation and individual needs. Haringey Core Standards are followed to support all staff in meeting the needs of children and young people with SEND.
- Adaptive, High Quality Teaching using evidenced based strategies (including EEF [‘Five a day principles’](#)) meets the need of all Children and Young People.
- Early identification of need and implementation of Early Years and SEND Best practices.
- ‘Team around the child’ approach e.g., consistent language, approaches/strategies, reintegration planning.
- Positive relationships with staff and students within school.
- Pupil and parent/carer voice are valued and used to inform provision that is regularly reviewed.
- High expectations and positive growth mindset.
- The school employs additional key adults to support the needs of all pupils e.g., mid-day supervisory assistants, family support worker.
- Understanding that behaviour is a form of communication.
- School to use trauma informed, relational and emotional coaching approaches with corresponding policies.
- Whole school awareness of integration and reintegration, the link between behaviour and learning. Emotional Wellbeing Lead to develop and oversee implementation of whole setting approach to mental health and wellbeing including the co-ordination [Youth Mental Health First Aiders training](#) available to all London settings.
- Emotional Wellbeing Lead to co-ordinate whole school PSHE curriculum.
- Programme of CPD identified and offered to ensure that all staff are appropriately trained in the different areas of SEMH need.
- Staff to receive appropriate supervision, so that they feel ‘held’ and able to seek support.
- Access to pastoral and well-being services.
- Embedded relational behaviour policy with reasonable adjustment to policies to differentiate provision based on need.
- Systems in place that support conflict resolution and restorative work.
- Use of Early Help schools guide.

Assessment and Identification of needs	Strategies - learning environment/ access to curriculum	Interventions and resources for use in school	Support Services - Thriving					
Refer to Haringey SEND support and Core standards guidance for assessment. https://www.haringey.gov.uk/children-and-families/local-offer/sendco-space/send-support-guidance All staff understand the broad continuum of SEMH needs and can	Learning environment A key adult to build a positive relationship and provide daily contact/meet and greet/check-in. Meaningful reward systems involving regular monitoring and support	Visual supports including: visual timetables, task boards, Zones of Regulation – focused teaching of self-regulation Emotion Coaching		0-4	5-10	11-15	16-19	Adults
			#Actually Haringey (Autism Specific Services)				x	x
			Arsenal FC		x	x	x	x
			Bruce Grove Youth Space (10-19-up to 25 yrs with SEN)			x	x	x

Universal – In the classroom

highlight concerns where appropriate, contributing to early identification.
Whole school understanding of SEND and pastoral systems and purposes of identification of need and plans utilised to support individuals (e.g. preparation for specific triggers for an individual (e.g., times of the year, visits to birth family, transitions from one activity to another, less structured activities).

Emerging SEMH needs may present as:

- **Attentional difficulties** - working independently or following adult directions, requiring encouragement to stay on task
- **Emotional regulation** - Lack of independence/ reliant on adults, needing support with transition or leaving parent/carer. CYP involved in occasional incidents in or out of lessons
- **Attendance** – may show some anxiety around learning or the school environment.
- **Mental health** - may experience limited lack of confidence or low self-worth.
- **Managing change** - may experience low level/low frequency difficulties with following classroom routines, responding to social situations such as turn taking, reciprocal attention, sharing of resources, social isolation or low-level anxiety in social situations.

Adult modelling of emotions and states of wellbeing.
Adult support with recognising emotions behind the behaviours, e.g. ‘wondering out loud’ or use of emotion coaching.
Opportunity for talking about emotions and feelings.
Classroom well organised and labelled.
Quiet zone/ calm corner/ safe spaces which supports emotional regulation (with adult support to problem solve and repair and restore).
Visual supports to help name and identify emotion, with frequent verbal reassurance and positive feedback.
Preparation for any changes are made clear with key adults being consistent, with time for processing and understanding.
Sensory/environmental audit

Access to the curriculum

High-quality teaching is planned and communicated so children are aware of what to expect
Use of varied group and personalised learning to maintain connection with individuals throughout learning to ensure understanding
Adaptive teaching across the curriculum, where tasks are adapted, simplified or extended, with supporting visuals materials and prompts to increase engagement and build success
Modify level, pace, amount of teacher talk
Curriculum is varied in content and includes play, mindfulness

Regular review of School policy and practice for Relational Based Trauma
Approaches such Relational Approaches and Relational Policy (link to Anchor approach policy)
Environmental Classroom Checklist - [Sensory Audit](#)
Circle time/phse/form time/citizenship sessions
Emotional well-being lessons – ([DEAL resources](#); [Kooth resources](#))
Trauma informed specific resources and books e.g. [Resources \(beaconhouse.org.uk\)](#)
[Michelle Bomber](#)
Whole Class movement breaks
[Happy-Pack](#)
Kooth assemblies
[Tender](#) toolkits on issues of misogyny, sexual harassment and violence.

CEOP Education (formerly Think U Know)		X	X	X	X
Connected Communities					X
CYPS (CAMHS Haringey)	X	X	X	X	
Diversity Role Models	X	X	X	X	X
Early Help Offer	X	X	X	X	
Family Based Solutions		X	X	X	
Family Hubs (up to 25 yrs for SEN)	X	X	X	X	
Family Information Service Directory	X	X	X	X	X
FUSION Sports Centre (Haringey)	X	X	X	X	X
Good Thinking (13 yrs+)			X	X	
HAGA (Haringey)					X
Haringey Anchor Approach	X	X	X	X	
Haringey Educational Psychology Service	X	X	X	X	X
Haringey Healthy Schools Programme		X	X	X	
Haringey Language and Autism Team		X	X	X	X
Henry Programme	X				
Hope in Haringey		X	X	X	
Ivison Trust (formerly Pace UK.)	X	X	X	X	X
Junior Citizenship Programme (Haringey) For 11 year olds			X		
KOOOTH (up to 25 yrs for SEN)			X	X	
LSCB Haringey	X	X	X	X	X
Markfield	X	X	X	X	X
Mind Ed (CYP)					X
Mind in Haringey	X	X	X	X	X
Mind in Haringey Mental Health First Aid (over 18)					X
Nacoa		X	X	X	X
Natural Thinkers	X	X			X

<p>Identifying emerging SEMH needs/could it be something else? Gather CYP and parent/carer voice and identify CYP strengths and interests.</p> <p>Are the emerging needs a response of an underlying unmet learning need or other needs such as language difficulties, or sensory difficulties?</p> <p>Could the presenting behaviours be linked to ADHD, ADD, an adverse childhood experience or trauma?</p>	<p>(e.g. ‘mindfulness in schools project’), physical regulation (e.g. ‘Fitt-in’) and PSHE, with planned activities to learn and practise social and emotional skills during structured and unstructured activities.</p> <p>Consistent class rewards and boundaries, routine, language and approach (e.g. shared scripts and language of choice).</p>	NCL waiting room	x	x	x	x	x
		Nip in the bud	x	x	x	x	
		One You Haringey (Over 18 except help to quit smoking from 12 yrs)			x	x	x
		Out of school Clubs		x	x	x	x
		Rising Green Youth Hub (10-19 yrs and up to 25 yrs with SEN)		x	x	x	x
		School Nurses in Schools	x	x	x	x	
		Speech and Language Therapy Service	x	x	x	x	x
		Stay & Play	x				
		Tottenham Hotspur Foundation		x	x	x	
		Violence against Women and Girls (VAWG) Pathway	x	x	x	x	x

**Targeted – Getting advice and signposting and Getting help –
Early Years Band 2 - School Age Band B and C – Social Care Level 2a and 2b
For those whose may experience mild to moderate SEMH difficulties and current need is for focused goal-based input**

Assessment and Identification of needs	Strategies - learning environment/ access to curriculum	Interventions and resources for use in school	Support Services - Getting advice and Getting help					
<p>Refer to Haringey SEND support and Core standards guidance for assessment. https://www.haringey.gov.uk/children-and-families/local-offer/sendco-space/send-support-guidance</p> <p>Emerging SEMH needs may present as:</p> <ul style="list-style-type: none"> Attentional difficulties – mild/moderate difficulties with maintaining and directing attention and concentrations but responds well to intervention. Emotional regulation – Difficulties either identifying or understanding and managing 	<p>Learning environment Regular emotional ‘check ins’ and reassurance from key adults across the school day Daily/regular access to staff in school with experience of SEMH and a commitment to building a positive relationship, e.g. mentor, ELSA and lead behaviour practitioner Daily mentoring and age-related play based activities to build positive attachments and relationships Emotionally available adult to co-regulate emotions</p>	<p>Individualised visual supports including ‘now and next’, ‘let’s make a deal’, Social stories and comic strip conversations. Social stories and comic strip conversations (autism.org.uk) Timetabled targeted/guided sessions/interventions with reliable evidence of effectiveness (see EEF Guidance with</p>		0-4	5-10	11-15	16-19	Adults
			4-22 Foundation (4-22 yrs)		x	x	x	x
			Art Against Knives (10-25yrs)			x	x	x
			Bruce Grove Youth Space (10-19-up to 25 yrs with SEN)			x	x	x
			CAMHS Haringey	x	x	x	x	
			CARIS Haringey	x	x	x	x	x
			CEOP Education (formerly Think U Know)	x	x	x	x	x
			Child Autism UK (2 years and up)	x	x	x	x	
			ChildLine	x	x	x	x	

Universal Approaches Plus Targeted/Small Group

their emotions in themselves and others, exhibits regular changes in mood. Involved in regular/frequent incidents in and outside of lessons. Can apply strategies when supported by an adult.

- **Attendance** – Re-integration support needed due to periods of absence/Intermittent or poor attendance affects social and academic functioning which require a school-based intervention.
- **Mental health** –Low self-worth, seeks approval and reassurance repeatedly but yet still appears to remain insecure. Levels of anxiety impact on learning, relationships and attendance and need sustained adult support. Sudden, unexpected or short-term additional needs for example as a result of bereavement, trauma or life change.
- **Managing change** – Has a strong need for things to be predictable and clear, and when routines are disrupted, or there are unexpected changes this can cause some difficulty in accessing the curriculum. Difficulties switching between activities. Often/regularly needs support with transitions. Regularly experiences difficulties in understanding change or social expectations which leads to errors in actions / choices but do not pose risk of harm to pupil or others.

Access to a safe base to calm and regulate
Sensory breaks, [brain stem calmers](#) and physical repetitive sensory activities to relax and calm
SENDCo support and discussion on a regular basis to secure evidence of need from all key adults supporting or involved with the child/young person and encourage two-way communication with home to share positive achievement, e.g., victory log.
Assessment and investigations for wider learning need that may now be presenting

Access to the curriculum

Increased access to a combination of individual, small group and whole class activities based on emotional needs
High quality adaptive teaching plus additional time - limited interventions, designed to increase rates of progress.
At least weekly sessions focused on identified and assessed SEMH need with a trained therapeutic adult, e.g. mentor or ELSA.
Consideration of an alternative (differentiated) curriculum that allows flexibility to teach according to emotional need.
Fixed sessions for alternative activities which are not reward based but to enable emotional breaks for more enhanced wellbeing.
Bespoke reward systems for positive engagement, developed

entry, exit and success criteria, and agreed monitoring schedule examples).
Evidenced Based Group/individual interventions such as:
[Lego Therapy - Lego-based Therapy | STARS Team](#)
ELSA sessions
Sensory Circuits
Emotional Literacy - [Emotional Literacy - GL Assessment \(gl-assessment.co.uk\)](#)
Forest schools - [Forest School Association](#)
Circle of friends - [circle of friendship](#)
Stay & Play therapy/art therapy - [Home - Play Therapy UK](#) –
CBT approaches, e.g. Think good feel good/Think good feel better
SEAL - [Social and emotional aspects of learning \(SEAL\)](#)
[Growth Mindset - What is Growth Mindset - Mindset Works](#)
PACE - [P.A.C.E. \(danielhughes.org\)](#)
[Survival Animals](#) –
focused on teaching survival behaviours and self-regulation
Social skills groups
Mentoring programmes

Children's Centre's	X				
Community Police Officer	X	X	X	X	X
Connected Communities (formerly linked Communities)	X	X	X	X	X
CRISIS over 18					X
CRUSE		X	X	X	X
Dad Info Available to all single parent fathers					X
Deep Black		X	X	X	
distrACT	X	X	X	X	
Early Help Service	X	X	X	X	
Educational Welfare Service Haringey (EWS)		X	X	X	
Elop Services			X	X	X
Embrace 10-24 yrs and families			X	X	X
Embrace Sexual Health Clinic 16 - 24 yrs				X	X
Every Parent and Child		X	X	X	
Family Based Solutions		X	X	X	
Family Holiday Association	X	X	X	X	X
Family Hubs (up to 25 yrs for SEN)	X	X	X	X	
Family Lives over 18 yrs					X
First Step (Tavistock & Portman)	X	X	X	X	
Gingerbread over 18					X
Grief Encounter			X	X	
HAGA For adults or parents				X	X
Haringey Anchor Approach	X	X	X	X	
Haringey CHOICES	X	X	X	X	
Haringey Educational Psychology Service	X	X	X	X	X
Haringey Healthy Schools Programme		X	X	X	
Haringey Language and Autism Team		X	X	X	

	<p>Identifying emerging SEMH needs/could it be something else? Formative and summative assessments to consider any underlying difficulties in language acquisition, sensory sensitivities or learning difficulty and any increasing and persistent difficulties or gaps in SEMH skills and knowledge.</p> <p>Use evidence-based assessment tools to develop a full analysis of pupil's strengths and difficulties in emotional and social development. All incidents of behaviour recorded and analysed to identify frequency, intensity and any patterns in behaviour.</p> <p>Careful records kept of times when pupil may have had to be restrained to prevent danger to self or others. External professionals and agencies, including CAMHS, may have been consulted and advice is consistently followed at school and home.</p> <p>Risk assessment to identify dangers and additional strategies needed to ensure safety and wellbeing of all.</p> <p>Progress against SMART targets and outcomes are written into SEN support plans (including sensory or trauma profile) are carefully tracked and evaluated.</p> <p>Targets/outcomes to be developed based on recommended assessment and monitoring tools/toolkits, such as: ABC triggers. Observations during structured and unstructured times STAR approach – behaviour analysis chart.</p>	<p>language for motivating children around their values and interests</p> <p>Phased or chunked learning with visual 'Now and Next', allowing for regulation breaks, mindfulness or calming activities and opportunities for overlearning and repeated practice.</p> <p>Targeted support aimed at pre-teaching of language and key concepts. NAPLIC Pre-Teaching Vocabulary (PTV) and the reinforcement of classroom routine</p> <p>Varied methods for securing progress and evidence of learning for students to engage with a recall visually e.g. photos, video logs, art or games</p> <p>Targeted key adult support for unstructured times and to develop peer relationships.</p>		Haringey Talking Therapies (formerly IAPT Haringey)			x	x	x	
				Haringey Trailblazers Mental Health Support Team		x	x	x		
				Health Visitors	x					
				Hearthstone	x	x	x	x	x	
				Help for young carers		x	x	x		
				Henry Programme	x	x				
				HomeStart (Haringey) For families with at least one child under 12	x	x				
				Hope for the Young (for refugees and asylum seekers)				x	x	
				Hope in Haringey – Rooted in Tottenham (Hope in Tottenham)		x	x	x	x	
				Humankind	x	x	x	x	x	
				IMECE Women's Centre Over 18						x
				Insight Platform Haringey (up to 21 yrs)		x	x	x	x	
				Ivison Trust (formerly Pace UK)						x
				Job Centre Plus +				x	x	
				KOOOTH (up to 25 yrs for SEN)			x	x	x	
				Kori Youth Charity (up to 25 yrs)			x	x	x	
				Local Offer	x	x	x	x	x	
				Markfield	x	x	x	x	x	
				Mind Ed						x
				MIND in Haringey				x	x	
				More Than Mentors (13-20 yrs)			x	x	x	
				National Autistic Society	x	x	x	x	x	
				NCL waiting room	x	x	x	x	x	
				NIA For women, children and young people		x	x	x	x	
				Noah's Ark	x	x	x	x		

Sensory profile - contact Haringey EPS/Haringey Language and Autism Team for resources.
[Strengths and Difficulties Questionnaire](#).
[Boxall Profile](#) to assess and support emotional and behavioural development.
[Measuring and monitoring children's mental health and psychological well-being toolkit](#) with guidance to support the use of questionnaires.
 SEAL assessments - [Social and emotional aspects of learning \(SEAL\)](#).
[Emotional Literacy Assessment Tool](#).
[Emotionally Based School Avoidance guidance and assessment resources](#)
 Strength / self-esteem cards, e.g. A therapeutic treasure deck of strengths and self-esteem cards.
[Blobtree resources](#)
[School well-being cards](#)

NB: a 'diagnosis' is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.

NSPCC For children from pre-birth	x	x	x	x	
One You Haringey (Over 18 except help to quit smoking available from 12 yrs)					x
Open Door (12 – 21 yrs)			x	x	x
Parent Infant Psychology Service (PIPS)	x				
Post Adoption Service (PAC-UK)					x
PREVENT Haringey		x	x	x	x
Relate (18+ yrs)					x
Safer London (formerly London Gangs Exit)				x	x
Safer Space Plus +		x	x		
Sands National	x	x	x	x	x
Self Injury Support For women and young girls		x	x	x	x
Solace For women, children and young people	x	x	x	x	x
Speech and Language Therapy Service	x	x	x	x	
Stay & Play	x				
Switchboard LGBT+	x	x	x	x	x
Talk to Frank		x	x	x	x
Tavistock & Portman NHS Foundation Trust	x	x	x	x	
Tavistock Relationship Centre	x	x	x	x	x
TellMi (formerly Mee Two App)			x	x	
The Bridge Renewal Trust	x	x	x	x	x
The Child Death Helpline	x	x	x	x	x
The Community Hub	x	x	x	x	x
The Mix (age 25 yrs and under)	x	x	x	x	x
Tottenham Hotspur Foundation		x	x	x	

					Turn2Us (16yrs+)				X	X
					Winston's Wish Especially for young children	X	X			
					Women's Aid (18 yrs +)					X
					YMCA North London (Haringey)	X	X	X	X	X
					Young Minds			X	X	X
					Young Minds (Parent Helpline)_For parents only					X
					Youth Space (11-25 yrs)			X	X	X
					Violence against Women and Girls (VAWG) Pathway	X	X	X	X	X

**Specialist – Getting more help and Getting risk support –
Early Years Band 3, 4 - School Age Band D, E, F, G, H – Social Care Level 3 and 4
For those who may experience significant SEMH difficulties or persistent states of distress and current need
is for extensive and specialist goals-based help or require continue support services**

Assessment and Identification of needs	Strategies - learning environment/ access to curriculum	Interventions and resources for use in school	Support Services - getting more help and getting risk support					
<p>Emerging SEMH needs may present as:</p> <ul style="list-style-type: none"> • Attentional difficulties – Significant/profound difficulties with maintaining concentration and attention which limits learning and participation. Severe/profound difficulties within maintaining concentration and attention preventing learning and participation without significant adaptation. Persistent state of distress means CYP is unable to engage in most/or any aspects of the curriculum. May display a strong need to assert independence, autonomy or control of a situation or environment. Needs a highly adapted, bespoke curriculum and learning environment. 	<p>Learning environment Increased access to smaller group provision such as nurture or social skills groups SEMH support in place for unstructured times such as break times and lunch times Staff to actively engage and share time with children during unstructured times (e.g. Physical Regulation, Bonding through play activities) Some opportunities for alternative provision which is time limited but in wider out of class environments (e.g Forest school, outdoor kitchen play) Mentoring/supervision to support wellbeing of staff, establish a network of secure support</p>	<p>Structured 1:1 or very small group interventions with reliable evidence of effectiveness. Teaching of specific skills identified through diagnostic assessment or similar. See EEF Guidance. Personalised learning programmes based on multisensory principles with frequent overlearning. Risk assessment/Absconding Plan Individual/personalised interventions such as:</p>		0-4	5-10	11-15	16-19	Adults
			CAMHS eating disorders service	X	X	X	X	
			CAMHS Haringey	X	X	X	X	
			CARIS Haringey	X	X	X	X	X
			Chance UK (5-12 yrs)	X	X			
			Children's Centres	X				
			Crisis Resolution and Home Treatment Team (Haringey)_16 yrs +)				X	X
			Family Support Services (Haringey)	X	X	X	X	X
			First Step and First step plus (Tavistock & Portman)	X	X	X	X	
			Forensic CAMHS Service	X	X	X	X	
Haringey Language and Autism Team		X	X	X				

Universal and Targeted Approaches Plus Personalised

- **Emotional regulation** – Struggles to self-regulate leading to prolonged experience of stress which may be exhibited inwardly or overtly. Daily/frequent/persistent dysregulation which involves behaviours which challenge others and there is risk of harm to self and others and for some even with specific, individualised intervention and co-regulation which result in being unable to engage in lessons on a daily basis. Severe difficulties in accepting requests or consequences or engaging in restoration. Difficulties with engagement with anyone other than a key adult. Adaptive responses to stress or long term trauma means that focus of behaviour is on survival
- **Attendance** – Poor attendance and/or school avoidance has a significant impact on learning and requires ongoing intervention. Severely reduced access to curriculum due to periods of dysregulated behaviour or emotionally based school avoidance. Unable to access learning or school environment even with bespoke curriculum and on-going personalised intervention.
- **Mental health** – May have mental health needs that significantly impact on learning and activities throughout the week. May have an assessed mental health need (complex, chronic and/or multiple mental health needs) that significantly impacts on daily

Additional planning and arrangements for transition including baseline assessments. Regular updates of education focused SEMH assessments e.g. Boxall profile, SDQ, measures of mental health and well-being
Ongoing staff training such as – trauma training, emotional wellbeing, emotional literacy, grounding techniques.

Access to the curriculum

High quality inclusive teaching plus a personalised, differentiated curriculum, adapted and reviewed regularly to meet need
Daily ‘check ins’ in a calm environment to regulate across the day with an empathetic, emotionally available adult
Child or young person accesses additional SEMH targeted support from emotionally available adult in most lessons
SEMH interventions structured around interests, flow activities and guided by assessments to provide structure/progress
Timetabled SEMH sessions in either small groups or 1:1 including social skills groups
Structured activities in specific nurturing or sensory environments that can sooth and regulate
Focus of support to extend and include secure care giver to the child
Personalised reward systems.
Clear exit strategy and safe space.

- Stay & Play therapy/art therapy - [Home - Play Therapy UK](#)
- Counselling – face to face and virtual (e.g. Open door, Hope in Haringey, Kooth)
- Personalisation of programmes such as ‘Zones’ / ‘five-point scale’ - [Emotional Regulation | STARS Team](#)
- Narrative Psychology approaches, e.g., Tree of Life, Team of Life, Beads of Life, Big Red Bus.
- A Therapeutic Treasure Deck of Grounding, Soothing and Regulating Cards.
- Personal construct psychology ‘Ideal Self’ - [About us | Safe Hands Thinking Minds.](#)
- Therapeutic Story writing
- [Motivational Interviewing](#)
- CBT Approaches, e.g. Think good feel good/Think good feel better
- DBT Approaches, e.g. DBT workbook

Haringey Educational Psychology Service	X	X	X	X	X
HOPE in Tottenham (Counselling in schools)		X	X	X	
Insight Platform Haringey (5-21yrs)		X	X	X	X
MASH Haringey	X	X	X	X	
Mind in Haringey (16yrs +)				X	X
More Than Mentors (13-20 yrs)			X	X	
Positive Families Partnership	X	X	X	X	
Parent Infant Psychology Service (PIPS)	X				
PREVENT Haringey		X	X	X	X
Tavistock & Portman NHS Foundation Trust	X	X	X	X	
The Lighthouse (up to 18 yrs and to 25 for SEN)	X	X	X	X	X
Brandon Centre Home Intensity Team (HIT) (8-16yrs)		X	X		
KOOOTH (11-19 yrs and to 25 yrs for SEN)			X	X	X
Open Door (12-21 yrs)			X	X	X

<p>learning and activities/ relationships with others.</p> <ul style="list-style-type: none">• Managing change – Frequently shows signs of anxiety or distress when faced with new people, places, events or uncertainty. Changes in the environment prevent CYP from filtering anything else in the environment, interacting with others, or learning. Frequently experiencing distress when changing focus or moving between activities. Appearing distracted/ avoidance/ self-occupying or frequent use of self-soothing actions due to distress caused by changes in the environment making it difficult to engage in learning. These can lead to severe anxiety/demand avoidant/distressed behaviours with high levels of anxiety which become the main focus for the CYP, not allowing them to be able to process anything else. Extremely high levels of anxiety which impact upon their wellbeing and ability to engage in all contexts. <p>Work with external agencies (e.g. EPS, HLP, CAMHS, Early Help) to provide appropriate assessments, support and advice in planning next steps for targeted support and intervention.</p> <p>Targets/outcomes to be developed based on recommended assessment and monitoring tools/toolkits.</p> <p>Regular multi-agency meetings to support and review actions and impact of interventions.</p>		for Kids; DBT skills workbook for Teens.	
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