

### Waves of Intervention for SEMH

Wave 1				
SLT member with specific responsibility for success of pupils with SEMH	Behaviour/anti-bullying policies are evaluated for effectiveness.	PHSE that positively impacts on the inclusion of pupils with SEMH	Whole school training regularly delivered on meeting the needs of pupils with SEMH	Audit/SEF undertaken on B+A each year and action plan devised to improve outcome
Classroom observation identifies strategies in place to increase inclusion of pupils with SEMH	Communication routes between home and school are identified as effective by parents	Effective pupil voice mechanisms in place that have impact on school policy and practice	Delivered curriculum is judged by pupils to have interest and value	Effective transition processes in place to support inclusion of pupils with SEMH.
Wave 2				
Effective record keeping systems in place to identify needs and responses to those with SEMH	Targeted JIGSAW and other support e.g. Circle time, delivered to cohorts of pupils	Adult and peer support available to support groups of pupils with SEMH	External agencies e.g. IBSS, CAHMS, support and advice available to pupils with SEMH	Effective whole school action taken to reduce barriers to curriculum access e.g. ICT and accessible texts
Support services input sought and advice implemented re: inclusion of pupils with SEMH	School nurse involvement sought to support inclusion of pupils with SEMH	Effective and evaluated action taken to increase involvement of parents in the support provided for their children	Amended curriculum provided to support engagement and success of pupils with SEMH	Supportive parenting courses e.g. Family Jigsaw and Family Group Conferencing accessible to parents
Wave 3				
Evaluated adult and peer support provided in class/school to pupils with SEMH	Nurture provision available to pupils with SEMH	Multi-agency involvement sought to increase inclusion for pupils with SEMH	Evaluated programmes delivered in 1:1 or small groups e.g. counselling, anger management	Therapeutic interventions available e.g. art/drama as therapy
Managed moves and shared placements available to support pupils with SEMH	Early Help processes implemented and evaluated for success in supporting inclusion for pupils with SEMH	IEP/IBP in place and evaluated for their impact of pupils with SEMH	Partnerships with other agencies and settings are sought to reduce disaffection and exclusion	Alternative curriculum that is evaluated for its ability to re-engage those with SEMH in place