

**Specialist Inclusion Support Service**

## SEMH High Needs Pathway

The following evidence <b>should</b> accompany the standard application form for a request to the SEMH High Needs pathway.	<b>Evidence Provided</b> <i>(please indicate Yes /No)</i>	
Evidence of <b>Proactive</b> , <b>Active</b> and <b>Reactive</b> actions and strategies already implemented by school and those recommended by other professionals involved and the impact /outcomes of these.  <i>Behaviour plan / targets/outcomes /relational support plan</i> <i>Evidence of targets being monitored/reviewed</i> <i>Baseline assessments (e.g. frequency charts, ABC logs, anger diaries)</i> <i>Evidence of interventions (plan-do-review)</i> <i>Risk assessment/handling plan/co-regulation plan</i>	<b>Yes</b>	<b>No</b>
The pupil's perception of their own strengths and what they would like support with.  <ul style="list-style-type: none"> <li>• <i>Formats personal to school</i></li> <li>• <i>Pupil profile</i></li> </ul>	<b>Yes</b>	<b>No</b>
Evidence that there has been exploration of and identification of contributing factors to the pupil's needs. <i>E.g. SEMH Team assessments, SOLAR, learning assessments, specific diagnosis e.g. ADHD, Educational Psychology assessment (Please include joint formulations or initial hypotheses where possible.)</i>  <i>Copy of external agency reports where possible.</i>	<b>Yes</b>	<b>No</b>
Evidence of partnership work with parents and the outcomes of this. <i>Formats personal to schools, but it is essential that:</i> <ol style="list-style-type: none"> <li>1. <i>Notes are sent from TAF/TAC meetings which have involved parents and external agencies.</i></li> <li>2. <i>Within these notes agreement that the SEMH High Needs Team is recommended to support the school to meet the child's needs and reduce the risk of exclusion.</i></li> </ol>	<b>Yes</b>	<b>No</b>
Record of exclusions (Fixed and internal)  Reduced timetable documentation- reintegration plan if applicable  Most recent attendance with date	<b>Yes</b>	<b>No</b>