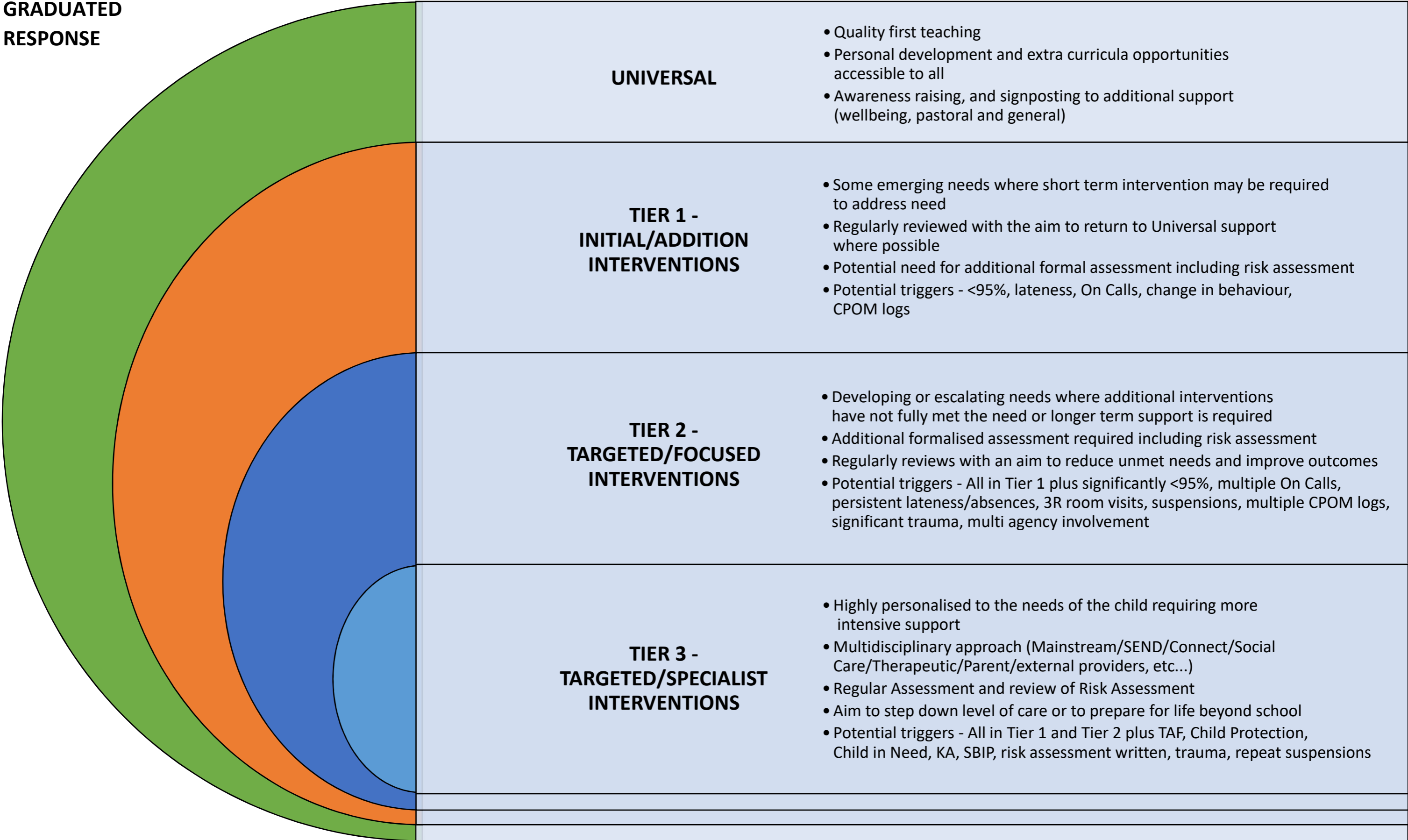
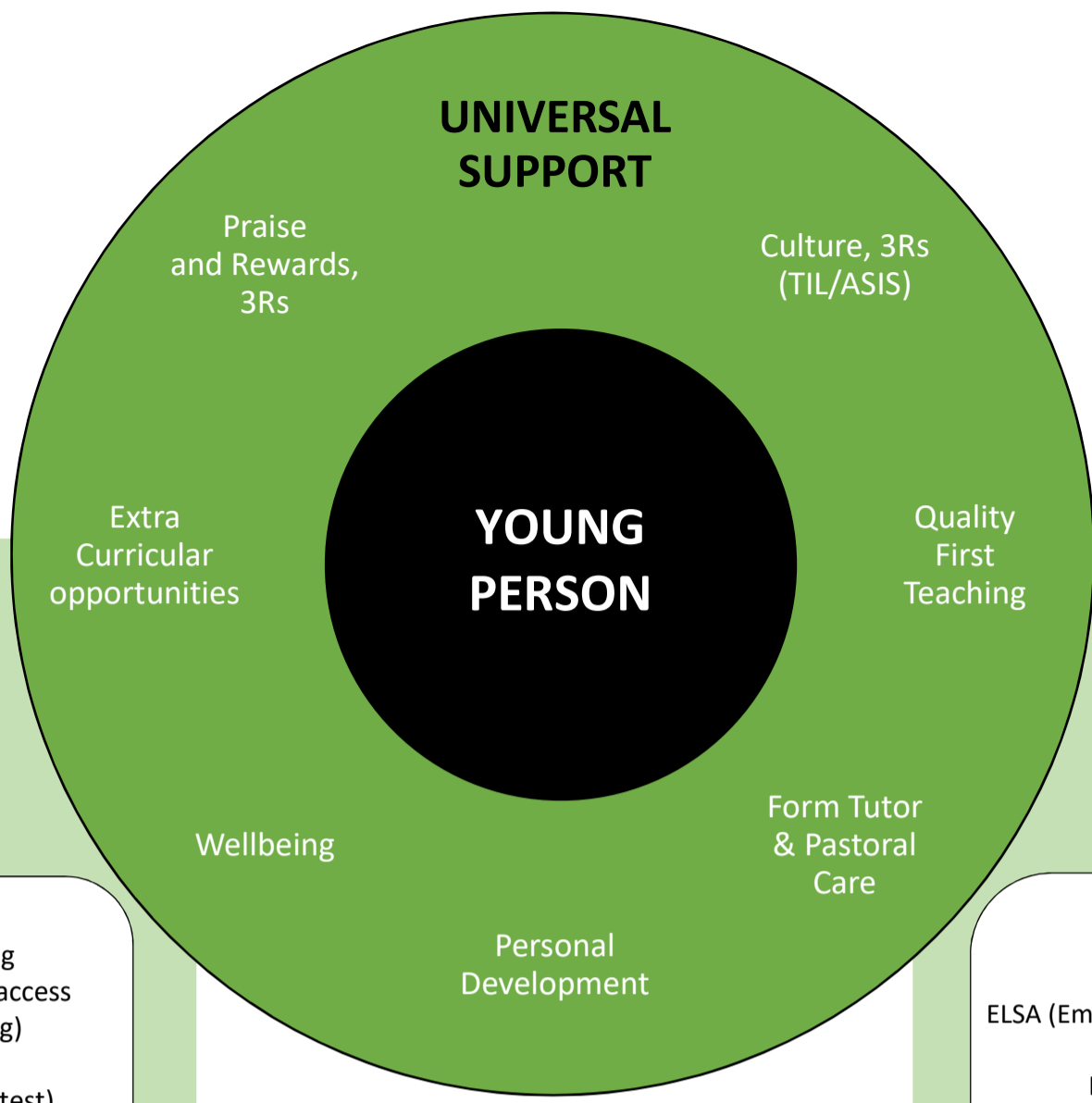


**CoDA INCLUSION
GRADUATED
RESPONSE**





UNIVERSAL SUPPORT

YOUNG PERSON

Praise and Rewards, 3Rs

Culture, 3Rs (TIL/ASIS)

Quality First Teaching

Extra Curricular opportunities

Form Tutor & Pastoral Care

Wellbeing

Personal Development

SEND ASSESSMENT

INTERNAL

- Cognition & Learning
- Lucid Exact (Basic exam access arrangements testing)
- Dyslexia Screener
- CATS (Cognitive ability test)
- SEMH - Boxall
- ASD/SEMH - Coventry grid
- SEND Concern Form (referrals from teachers)

EXTERNAL

- EP (Educational Psychologist Assessment)
- AAE assessment (Advanced exam access arrangements testing)
- EHA (Early Help Assessment)
- EHCP (Education Health Care Plan assessment)
- CAMHS
- Clinical psychologist assessment
- SPOA (single point of access)

BESPOKE GROUP WORK OPTIONS/ REFERRALS

INTERNAL

- Lego therapy (SPR)
- Reading
- ELSA (Emotional Literacy Support) (EDA)
- Numicon (SAL)
- Boxall Workshop (KB)
- Social Skills (PCO)
- CBBT (SPR)
- TFTF
- Forest School (MTA)
- Homework Club (PCO)
- Sully - Wellbeing dog (EDA)
- This Girl Can
- School Nurse
- Thrive (SBT)
- Key Work (1:1 intervention) (ETO/JMC/MTA/ACH/SBT)
- School Counsellor
- Healthy Lifestyles (JMC)
- Drawing and Talking (BAK)
- Emotional Regulation and Stress Tolerance (ETO/ACA)
- Pillow Book (ETO/ACA/JMC)

EXTERNAL

- Emotional Resilience
- Baby People
- DCCT
- Targetted Interventions
- Therapeutic Provisions
- Equine
- Inspirative Arts
- Island Project
- Catharsis
- Music Therapy – Baby People
- Art Therapy
- Spirit and Soul
- Alternative Provisions
- Junction 16
- Engineered Learning
- Kingsmead
- YMCA
- Derby College
- DPA – full time
- DPA – turnaround place
- Fresh Start (Tier 1 & 2)
- Fresh Start plus (Tier 2 & 3)

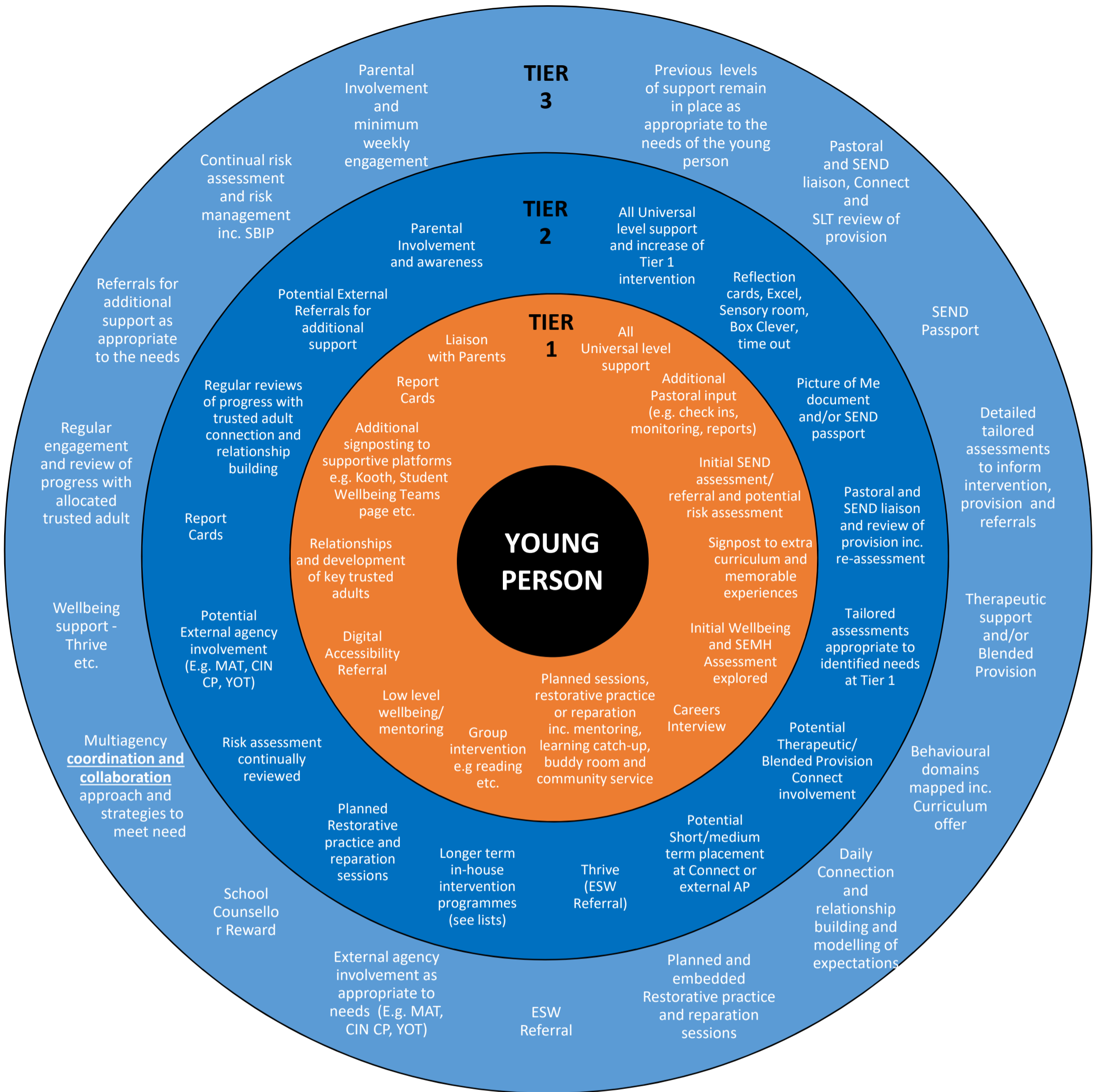
WELLBEING/SAFEGUARDING ASSESSMENT/INTERVENTION

INTERNAL

- See list of 54 SEMH assessments
- KOOTH
- Zumos
- Wellbeing Teams
- SEMH - Boxall
- Key Work (1:1 intervention)

EXTERNAL

- Build sound minds
- Derbyshire federation for MH
- NHS
- Freed
- Beeches eating disorder services
- First steps ED
- My Back to School bubble
- Blyth House Hospice Care,
- Forces Children's Trust
- BEAT eating disorder
- Kooth
- Childline
- CAHMS
- Stonewall
- School Nurse
- MIND
- Young Minds
- Safe speak
- Healthy Young Minds
- Every Mind Matters
- EHA (Early help assessment)
- Karma Nirvana
- MAT Worker



Menu of Common SEMH Assessments

The following assessment can be used to assess the needs of a young person

- Those marked as **red** indicate multiple versions of the assessment (e.g. short/long versions, self or observational etc,)
- Those that are ticked with a star indicate only “where appropriate” at lower levels of support
- Those highlighted on tier 3 indicate standard suite of assessments used all others are used as required
- Some assessments require additional input from professionals such as Educational Psychologist, Mental Health Practitioners/therapist or those specially trained in the tool

Assessment tool	Learning Mentor, Pastoral, SEND Team		Connect and SEND Team	
	Universal	Tier 1 – Initial Additional Intervention	Tier 2 – Targeted / Focused Intervention	Tier 3 – Targeted / Specialist Intervention
Boxall Profile for Young People (Secondary) (C, LM, P, S)		✓*	✓	✓
Coping in Schools Scale (CISS) (Short version) – Self Assessment			✓*	✓
Coping in Schools Scale (CISS) (Short version) – Staff observation			✓	✓
BGSteem (Self Esteem)		✓	✓	✓
General Self Efficacy		✓	✓	✓
Strengths and Difficulties Questionnaire (SDQ)			✓	✓
Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)	✓*	✓	✓	✓
Anger Inventory Adapted – (R Kaminsky 2013)			✓*	✓
Behavioural Domains – Triggers		✓*	✓	✓
Distress Tolerance skills - ACCEPTS			✓*	✓
Transition Planning Tool – Effective strategies			✓*	✓
Coping in Schools Scale (CISS) (Full version)				✓
THRIVE®			✓	✓
Children’s Global Assessment Scale (CGAS)			✓	✓
RCADS Anxiety and Depression			✓	✓
CORE outcome measure/CORE10				✓
GARS3 (autism)			✓	✓
BERS-2			✓	✓
Rickter rating scale			✓*	✓
ABAS II			✓	✓
Child and Youth Resilience Measure (CYRM)		✓*	✓*	✓
ORS/CORS Outcome Rating Scales	✓*	✓	✓	✓
Goal Based Outcomes (GBOS)	✓*	✓	✓	✓
SCORE-15				
Vanderbilt (ADHD)		✓*	✓	✓
Trauma Checklist* (Child version) – Adult completion			✓*	✓
Recovery STAR (Substances)		✓*	✓	✓
Coping Strategies Inventory (CSI)			✓	✓
Multidimensional Student Life Satisfaction Scale (MSLSS)			✓	✓
KidKindl		✓	✓	✓
PASS (additional cost)	✓	✓	✓	✓
Stirling Children’s Wellbeing Scale	✓*	✓	✓	✓
WHO-5 (Wellbeing)	✓*	✓	✓	✓
Youth Empowerment Scale - Mental Health (YES-MH)		✓	✓	✓
Life Skills Assessment Scale (LSAS)		✓	✓	✓
Dawson & Guare Executive Skills Questionnaire			✓	✓
Leuven Observation Scale			✓	✓
Rosenburg Self Esteem		✓	✓	✓
BRIEF Resilient Coping Scale			✓	✓
ABC Observation – Teacher observation			✓	✓
DH Family Pack of Questionnaires and Scales			✓	✓
Risk Assessment – In house and MH based (Sainsbury)	✓*	✓	✓	✓
Brook Sexualised behaviours toolkit		✓	✓	✓
SEAL evaluations		✓	✓	✓

Menu of Interventions	Universal	Tier 1	Tier 2	Tier 3

INTERVENTION OVERVIEW	Standard Length of Intervention	Target Group	Objective	Timetable
Cognitive Behaviour Based Therapy (CBBT)	6 weeks	SEMH students in Year 9/10/11	To equip students with simple ways of understanding challenging situations and problematic reactions to them.	Wk 1 Friday 11:25 - 12:25 Wk 2 Monday 09:00 – 10:00 Thursday 14:00 - 15:00
Drawing and Talking	12 weeks (30 min sessions)	SEMH EHCP C + I	A therapeutic intervention which helps students to process trauma and anxieties. Allowing students over time to make personal connections by utilising drawing to help them express their feelings and discover and communicate emotions through a non-directed technique.	
Lego Therapy	6 weeks (half a term)	Students that have Lego Therapy on their EHCP. Students who struggle with social interaction.	To develop social communication skills such as sharing, turn taking, following rules, using names and problem solving.	Wk 1 Wednesday 10:25 - 11:25 Thursday 13:00 - 14:00 Wk 2 Wednesday 10:25 - 11:25 Thursday 13:00 - 14:00
Social Skills and Communication	6 weeks	1. Identified on EHCP's. 2. Students identified to struggle with social communication and interaction skills.	Support students in making decisions and maintaining relationships with their families, friends, teachers and peers.	Wk 1 Monday 14:00 - 15:00 Tuesday 14:00 - 15:00 Wk 2 Monday 14:00 - 15:00 Wednesday 14:00 - 15:00
Social Stories	x1 40-60 minutes session (as and when required)	Students with SEMH or Communication & Interaction difficulties (ASC) or individuals who generally need assistance regarding how to manage and deal with situations that could be upsetting them. Identified on EHCP's.	1:1/ small group sessions based on social narratives which are visually represented stories or scripts that describe social situations and/or socially appropriate responses or behaviours, primarily designed for students on the autistic spectrum to help them acquire and use appropriate social skills.	Wk 1 Monday 10:25 - 11:25 Thursday 13:00 - 14:00 Wk 2 Thursday 10:25 - 11:25
Sully Time	6 weeks	Students with high levels of anxiety. Students who are struggling to make friends. Students who are mute.	<ul style="list-style-type: none"> • A calming effect on pupils. • Improved behaviour and concentration. • Reduced stress and improved self-esteem. • Increased participation and confidence for all pupils. • Fostering a sense of responsibility. • Motivating pupils to think and learn as most pupils have a high level of natural interest in, enthusiasm for and enjoyment of animals. • Encouraging respect and thereby improving pupils' relationships with each other, parents and teachers. • Teaching pupils to nurture and respect life. • Helping work undertaken with the most vulnerable pupils. • Helping pupils build confidence in reading. • Improving attendance. 	
Boxall	1 hour	SEMH EHCP Requirement	To replace missing early experiences by developing positive pupil relationships with both teachers and pupils in a supportive nurturing environment. Intended for children who have difficulty coping in school.	Wk 1 Wednesday 10:25 - 11:25 Wednesday 14:00 - 15:00 Wk 2 Wednesday 14:00 - 15:00
Forest School	1-2 hrs rolling programme for Year group specific 1 hour per week for 6-12 weeks	SEMH or Cognition and Learning needs Developmental gaps Difficulties with Executive Functioning Challenges with independent learning or traditional classroom-based learning	To develop independent learners in a practical based and outdoor learning environment Encourage development of executive functioning skills Emotional regulation Risk assessment and safety	Wk1 and Wk 2 Monday – (Year 7) 13.00 – 15.00 Tuesday – allocated group 11.25 – 12.25 Wednesday - (Year 8) 14.00 – 15.00 Thursday - (Year 9) 13.00 – 15.00
Healthy Lifestyles/skills inc. Boxercise	1hr per week (appropriate to need and relevance)	SEMH / Wellbeing Support for young people struggling with body image and or confidence and/or unhealthy lifestyle choices Boxercise – Motivational Athlete sessions – to target self esteem, managing aggression and staying safe Risk assessment required/possible school nurse involvement	To educate and explore life style choices and the impact on body and mind To support young people to find a healthy outlet for stress and aggression To support young people to explore alternatives to unhealthy lifestyle choices such as energy drinks, high sugar or processed foods, excessive screen time To explore life skills around planning and cooking a well balanced meal To explore sleep hygiene and impact on learning, behaviour and overall wellbeing	Wk1 and Wk 2 Monday and Fridays (as required)

INTERVENTION OVERVIEW	Standard Length of Intervention	Target Group	Objective	Timetable
ELSA (Emotional Literacy Support Assistant)	6-12 weeks	Identified by EHCP, Students struggling with emotional development.	Objective -Support the well-being of students by helping them to learn new skills or coping strategies, understand their own emotions and respect the feelings of those around them.	TBC
Connect Key Work/ 1-1 Intervention	1hr as appropriate to need	SEMH/Wellbeing Students that need to gain insight into patterns of behaviour and or mental health and wellbeing that are reducing life chances and may need a trusted adult to support with this Psychoeducational based collaborative exploration of needs to unlock potential and reduce negative behaviours	To develop positive trusted adult role models Support the young person in understanding causes and triggers for behaviours to help prevent them To explore strategies to reduce negative outcomes To use a range of assessments, tools, techniques and strategies to respond to the needs of the young person and address concerns To help young person to become more aware of own potential	Variable Allocated based on timetable availability
Counselling (Online over Teams)	50 minute sessions as allocated (1hr with set up)	SEMH/Wellbeing Mental Health and Wellbeing Consent based Suitable for all year groups although adapted to Wellbeing keywork for Yr 7	Confidential and impartial counselling from a Registered Person Centred Counsellor to support the young person with their wellbeing as appropriate to the needs identified via referral and consent form	Allocated as required by individual Currently on Tuesdays
Equine Therapy	3hrs per week (Wednesday mornings) for 12 weeks	SEMH – Mental Health and Wellbeing or Emotional regulation EHCP requirements for animal assisted support Suitable for those that need therapeutic support but find talking therapies challenging or ineffective. Can also be used in some circumstances where other therapeutic support is in process such as CAMHS with therapist agreement. Consent and Risk Assessment essential	To support young people with mental health and wellbeing concerns and or emotional regulation difficulties. Young people are encouraged to develop self soothing strategies to effectively manage their emotions through caring for horses in a variety of ways with targeted group therapy for the last hour on referral content Supported by CoDA staff member	Wk1 and Wk 2 Wednesday 9 - 12.30 (not including travel time)
Thrive 1-1 or Group	1hr per week - no. of sessions allocated via pre assessments	SEMH / Wellbeing Attachment or Trauma based SEMH needs pre assessment carried out prior to start to determine suitability and focus	To support young people to self sooth and develop healthier relationships with adults and peers that are boundaried and enable the young person to address relational difficulties more effectively and thrive. To address areas identified via the Pre assessment process and initial assessment with child	Variable Allocated based on timetable availability and whether 1-1 or group
Emotional Regulation/Distress Tolerance 1-1 or Small Group Intervention	1hr per week for 6-12 weeks	SEMH/ Wellbeing Young people demonstrating self-harming behaviours Young people struggling to manage emotions or tolerating challenge Risk assessment required Year group specific based groups	To support young people in understanding emotions Perspective taking Emotional regulation skills Self sooth and distress tolerance skills Healthy coping skills	Variable Allocated based on timetable availability and whether 1-1 or group
Communication and Relationship Skills	1hr per week for 6-12 weeks	SEMH/Wellbeing Young people with attachment difficulties and insecure attachment styles Young people struggling to main Year group specific based groups	To support young people in understanding how attachment styles can impact on relationships and communication styles Exploration of different forms of communication and application of skills Exploration of restorative language drawing on aspects of non-violent communication Exploration of healthy and unhealthy relationships and boundaries	Variable Allocated based on timetable availability and whether 1-1 or group
Schema Based Intervention	1hr per week for 6-12 weeks	SEMH/Wellbeing Complex attachment and or trauma background Years 9 -11 only Targeting long standing patterns of unhealthy behaviours Risk assessment required	To support young people in understanding their own character and the roles and responsibilities they take on To support young people in adapting aspects of their character that have been influenced by experiences out of their control and explore strategies they can use to address unhealthy patterns of thinking or behaviour To used psychoeducation into schemas and masks in exploring relationships and how to take the perspective of others	Variable Allocated based on timetable availability and whether 1-1 or group