

This document outlines the support that the school and parents, working together, can access when a student displays Social, Emotional and Mental Health (SEMH) difficulties that are impacting on their school attendance and/or academic progress.

The School	Parents
<ul style="list-style-type: none"> ○ Contact parents/carers to make them aware of concerns relating to SEMH difficulties evident at school, or affecting attendance. ○ Advise on initial strategies that may help 	<ul style="list-style-type: none"> ○ Contact the school (your child's tutor or Head of House) to make them aware of any SEMH difficulties ○ Trial initial strategies as advised by school
<p>If difficulties continue:</p> <ul style="list-style-type: none"> ○ Meet with parents to discuss concerns, involve the SENDCo to advise on identification of underlying SEMH needs ○ At this meeting, a decision will be made about whether to proceed with a My Plan (see Gloucestershire's Graduated Pathway of Support, page 3) 	
<ul style="list-style-type: none"> ○ Complete a My Profile/My Journey with the student if attending school ○ Hold a My Plan meeting, inviting all parties involved with the student ○ Record needs, strategies, and actions on the My Plan and agree a review date ○ Trial school-based strategies/actions as recorded on the My Plan (see page 2) ○ Meet on the agreed review date to assess progress ○ This My Plan process may be repeated for several cycles if good progress is being made 	<ul style="list-style-type: none"> ○ Support your child to complete the My Profile/My Journey document if they are not attending school ○ Suggest any professionals already working with your child who should be invited to the My Plan meeting ○ Encourage any other professionals working with your child to engage with and contact the school ○ Attend the My Plan meeting ○ Trial strategies/actions as recorded on the My Plan ○ Meet on the agreed review date to assess progress
<p>If difficulties continue:</p> <ul style="list-style-type: none"> ○ At the My Plan review, consider involvement of other agencies for further support ○ Consider need for referral to GP, school nurse, CAMHS, TiC+, Early Help, as appropriate ○ Set new My Plan targets, provision, and actions ○ Set a date for next My Plan review 	
<ul style="list-style-type: none"> ○ Trial updated strategies/actions as recorded on the My Plan ○ Make / support parents in making any agreed referrals to other agencies ○ Keep other agencies informed of progress by forwarding updated My Plan documents ○ Invite all professionals involved to the next My Plan review 	<ul style="list-style-type: none"> ○ Trial updated strategies/actions as recorded on the My Plan ○ Engage with other professionals, as agreed at the My Plan meeting ○ Support your child to engage with other professionals, as agreed at the My Plan meeting ○ Contribute to referral paperwork to other agencies as required
<p>If difficulties continue:</p> <ul style="list-style-type: none"> ○ Consider the need to progress to a My Assessment and My Plan+ (see Gloucestershire's Graduated Pathway of Support, page 3) ○ Where attendance is impacted, agree a reintegration plan (see page 2) ○ Where it is agreed that a My Assessment and My Plan+ are appropriate, referral will be made to the Educational Psychology Service and/or The Advisory Teaching Service, as appropriate 	

Where SEMH needs impact on a student's attendance, some of the following strategies may be appropriate to enable them to attend school.

Low-level barriers to attendance:

- Student meets with pastoral and/or SEND staff to identify barriers to attendance and factors contributing to SEMH difficulties
- Appropriate strategies are put in place to enable to student to attend school/lessons. Strategies may include, for example:
 - Changes to seating plans in lessons, support for pair/group work
 - Homework support/adjustments, advice to teachers (e.g. do not ask to read aloud in class)
 - Regular check-ins at school with a key adult
 - Suggestions for break & lunchtimes
 - Leaving lessons 5 minutes early to avoid busy corridors
 - Pastoral staff signpost support resources on school website & well-being hub to student and parents (<https://www.balcarras.gloucs.sch.uk/page/?title=Pastoral+support&pid=76>)

Medium-level barriers to attendance:

- Continued use of the strategies above
- Student to liaise with teachers about work missed due to absence
- Pastoral/SEND staff to advise on work to prioritise
- Use of a Time Out facility at school
- A reduced timetable for an agreed period to support reintegration

Significant barriers to attendance:

Where a student is unable to attend school for an extended period, parents and all agencies will be involved in discussions about reintegration through the My Plan process. Additional strategies could include, for example:

- Use of the above strategies once reintegration has begun
- Building up time on the school site in small steps (e.g. driving/walking to school site for a brief time, coming in to school to meet with a key adult for a short period, coming into school for a breaktime to meet a peer)
- Weekly check-in from a key adult at school to maintain contact and to advise on schoolwork
- Trial of online learning (this could include tasks from Seneca, MathsWatch, Oak National Academy, BBC Bitesize, for example)
- Use of mentoring for an agreed period to support reintegration
- Use of online tutoring for an agreed period to support reintegration
- An agreed period of online tutoring on the school site
- An agreed period of completing schoolwork in The Individual Learning Department

Additional resources for staff and parents:

- **TIC+ Parent Advice for School Anxiety and Refusal:**

<https://www.ticplus.org.uk/2019/03/01/parent-advice-school-anxiety-and-refusal/>

- **Gloucestershire Educational Psychology Service advice for schools and parents – Guidance to support children and young people experiencing barriers attending school:**

<https://www.gloucestershire.gov.uk/education-and-learning/special-educational-needs-and-disability-send/educational-psychology-service-eps/guidance-to-support-children-and-young-people-experiencing-barriers-attending-school/>

- **Gloucestershire’s graduated Pathway of Support flowchart:**

https://search3.openobjects.com/mediamanager/gloucs/glofamilies/files/poster_of_the_graduated_pathway_flowchart.pdf

- **Young Minds: School Anxiety and Refusal:**

<https://www.youngminds.org.uk/parent/a-z-guide/school-anxiety-and-refusal/>