

Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs

The following checklists should be used in conjunction with the 'environmental checklist' within the 'High Quality Teaching' section of the Provision Guidance Extension Materials. Consider the needs of a specific pupil before exploring the school environment with them in mind.

The questions are designed to be prompts to inform person-centred planning.

The individual checklists complement each other, but separate different school environments in order to consider a child's presentation in different contexts thus drawing attention to differences and similarities. Some questions are therefore repeated.

Safety	Y/N n/a	What needs to be done
If deemed appropriate, has a risk assessment been completed to assess and manage risks involved in the provision for the pupil?		
Have actions been taken to address identified risks?		
Have staff received appropriate training as part of addressing identified risks? eg Essex Steps		
Have parents/carers been involved in the assessment and planning to support the safety of their child in school?		
Have parents/carers been informed of any incidents where safety of their child has been an issue?		
Is the child feeling secure in their relationships with adults and peers? (see Social Interaction section)		

The SEND Environment	Y/N n/a	What needs to be done
Has a one page profile been completed for this child?		
Are procedures in place to share the one page profile with familiar adults and those unfamiliar with the child eg supply teachers?		
Is person-centred planning in place for this child?		
Is there a current Consistent Management/Support Plan in place for the child?		
Are major/repetitive incidents or unacceptable/worrying behaviour analysed so changes can be planned for? (using ABC/STAR analysis tools)		
Has the school communicated appropriately and effectively with the child's parents or carers?		
Does the child separate appropriately from parents or carers at the start of the day and return happily to them at the end of the day?		
Are parents requesting parenting support at home and have they been appropriately signposted?		
Are there any outside agencies already involved with the child?		
If outside agencies are involved, have their recommendations been followed effectively?		
Have interventions provided by outside agencies been delivered?		

The Learning Environment	Y/N n/a	What needs to be done
Have the child's views about their learning been sought?		
Is the child able to access support quickly in the classroom when necessary?		
Is a Learning Support Assistant directed to support the pupil?		
Does the Learning Support Assistant have a good understanding of the child's needs?		
In line with best practice, does the Learning Support Assistant offer hover support?		
Are there procedures in place to regulate and monitor time-out if necessary?		
Is there 'safe place' that the child can access within the classroom when necessary?		
Is the child seated in a place that supports their needs eg away from distractions or close to the exit?		
Is the child able to attend to and engage with whole class learning?		
Is the child seated with good role models and away from children who may prove distracting?		
Is the child able to work effectively with peers in a group?		
Is the child able to focus and complete independent work for an appropriate period of time?		
Are adults using positive language around and to the child?		
Are adults using the language of Growth Mindset to support the child?		
Are the child's feelings and emotions acknowledged?		
Do staff react consistently to communicating behaviours?		

The Learning Environment (continued)	Y/N n/a	What needs to be done
Are rewards and consequences given fairly and consistently?		
Is the child given access to sensory, movement or brain breaks when necessary?		
Have the child's sensory needs been explored? If so, has provision been made for them?		
Does the child have good relationships with the adults in the classroom?		
Does the child enjoy being given responsibility?		
Are there times when the child can focus on work for longer periods of time?		
Are there specific subjects that the child refuses to engage with, such as Literacy or PE?		
Is the child able to work outside of the classroom when appropriate?		
Is the child supervised adequately when out of the classroom?		
Do all staff know how to react to the child and his/her behaviour when encountering them in the school?		
Is the child able to follow normal school rules and routines without additional supervision eg using the toilets appropriately, sitting with peers in assembly?		
Is the child able to line up with their peers?		
Does the child have a safe space they can access outside of their classroom when necessary?		
Does the child have any other significant relationships with staff or children around the school?		

Social interaction (less structured environments)	Y/N n/a	What needs to be done
Have the child's views about friendships and relationships with adults and peers been sought?		
Does the child have friends they can play with?		
Is the child able to interact appropriately with other children beyond their friendship group?		
Is the child able to play safely and independently?		
Are there systems in place that allow the child to access play opportunities eg play leaders, equipment?		
Are there alternative, more structured environments available within the school available to support the child eg lunch clubs?		
Does the child know how to access adult support in less structured environments?		
Do the adults supervising have a clear understanding of the child's needs?		
Do staff react consistently to behaviours?		
Are rewards and consequences given fairly and consistently?		