

The Programme of Study for SEMH:

Purpose of the Readiness Scale

Developed by **Rebecca Doyle (2001)** and based on earlier work by **Jane McSherry (1999)**, this tool is designed to:

- **Screen for inclusion suitability**
- **Provide a developmental profile**
- **Track progress over time**
- **Inform planning and target setting** (e.g. IEPs or reintegration plans)

<p>Assessment Areas</p> <p>The profile evaluates five key domains:</p> <ol style="list-style-type: none"> 1. Self-control and management of behaviour 2. Social skills 3. Self-awareness and confidence 4. Skills for learning 5. Approach to learning 	<p>Scoring and Interpretation</p> <ul style="list-style-type: none"> • Maximum score: 312 • Threshold for reintegration readiness: 218 (70%) • Scores can be plotted on a grid to visually track development. • The profile highlights both strengths and areas for further development.
<p>Each domain includes a set of statements scored on a 1–4 scale:</p> <ul style="list-style-type: none"> • 1 = Rarely fulfils this criterion • 2 = Sometimes fulfils this criterion • 3 = Frequently fulfils this criterion • 4 = Almost always fulfils this criterion 	<p>Applications</p> <ul style="list-style-type: none"> • Supports diagnostic insight into behavioural and emotional development. • Informs individualised planning and target setting. • Provides a quantitative measure to support reintegration decisions. • Can be used repeatedly over time to monitor progress.

SEMh – PROGRAMME OF STUDY – KS2				
 1. Skills for Learning	 2. Approach to Learning	 3. Self-Control and Behaviour Management	 4. Social Skills	 5. Self-Awareness and Confidence
<p>Prior Learning:</p> <p>Learning to sit and listen during carpet time.</p> <p>Following simple classroom routines with adult support.</p>	<p>Prior Learning:</p> <p>Knowing basic school rules (e.g. kind hands, good listening).</p> <p>Some experience of learning in a group.</p>	<p>Prior Learning:</p> <p>Learning to follow simple rules with reminders.</p> <p>Beginning to manage feelings with adult help.</p>	<p>Prior Learning:</p> <p>Playing alongside or with others.</p> <p>Beginning to take turns and share.</p>	<p>Prior Learning:</p> <p>Naming basic feelings (e.g. happy, sad, angry).</p> <p>Receiving praise and encouragement.</p>
<p>Taught Knowledge & Skills:</p> <p>Trying to work on a task without needing help all the time.</p>	<p>Taught Knowledge & Skills:</p> <p>Showing interest in learning and trying new things.</p>	<p>Taught Knowledge & Skills:</p> <p>Coming into class calmly and getting ready to learn.</p>	<p>Taught Knowledge & Skills:</p> <p>Asking to join in play or activities.</p>	<p>Taught Knowledge & Skills:</p> <p>Talking about how they feel.</p>

<p>Listening to short instructions and trying to follow them.</p> <p>Knowing what happens next in the school day (e.g. after playtime).</p> <p>Understanding that teachers and adults are there to help.</p> <p>Using classroom tools (e.g. pencils, scissors) safely and tidily.</p> <p>Beginning to read and count with support.</p> <p>Asking for help when stuck.</p>	<p>Using kind words and actions.</p> <p>Understanding that it's okay to make mistakes.</p> <p>Looking after classroom things.</p> <p>Listening when the teacher is talking.</p> <p>Managing feelings when not chosen or when things change.</p>	<p>Staying in the classroom unless given permission.</p> <p>Accepting changes to plans without getting upset.</p> <p>Using quiet voices and kind hands.</p> <p>Playing safely and fairly at breaktimes.</p> <p>Using calming strategies (e.g. breathing, quiet space).</p>	<p>Listening to others and waiting for a turn.</p> <p>Playing kindly and solving small problems.</p> <p>Saying sorry and thank you.</p> <p>Being a good friend and showing care.</p> <p>Talking to adults and children politely.</p>	<p>Asking for help when needed.</p> <p>Trying even when something is tricky.</p> <p>Joining in with class discussions and activities.</p> <p>Feeling proud of their work and effort.</p> <p>Accepting praise and encouragement.</p>
<p>Subsequent Learning:</p> <p>More independence in class activities.</p> <p>Better focus and task completion.</p> <p>Readiness for more structured learning in KS2.</p>	<p>Subsequent Learning:</p> <p>More positive attitude to learning.</p> <p>Better behaviour and participation.</p> <p>Stronger foundation for KS2 learning.</p>	<p>Subsequent Learning:</p> <p>More settled behaviour in class and around school.</p> <p>Better ability to manage emotions.</p> <p>Readiness for more independence in KS2.</p>	<p>Subsequent Learning:</p> <p>Stronger friendships and group play.</p> <p>Better communication with peers and adults.</p> <p>Greater confidence in social situations.</p>	<p>Subsequent Learning:</p> <p>More confident in learning and play.</p> <p>Better understanding of self and emotions.</p> <p>Readiness to set simple goals and reflect on progress.</p>