

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

SEMH – PROGRAMME OF STUDY – KS2				
 <b>1. Skills for Learning</b>	 <b>2. Approach to Learning</b>	 <b>3. Self-Control and Behaviour Management</b>	 <b>4. Social Skills</b>	 <b>5. Self-Awareness and Confidence</b>
<p><b>Prior Learning:</b></p> <p>Familiarity with classroom routines and adult-led activities.</p> <p>Early experience of independent and paired work.</p>	<p><b>Prior Learning:</b></p> <p>Understanding of basic school rules and routines.</p> <p>Some experience of whole-class and group learning.</p>	<p><b>Prior Learning:</b></p> <p>Awareness of classroom rules and consequences.</p> <p>Some ability to manage behaviour with adult support.</p>	<p><b>Prior Learning:</b></p> <p>Basic turn-taking and sharing.</p> <p>Some experience of playing and working with others.</p>	<p><b>Prior Learning:</b></p> <p>Basic understanding of emotions.</p> <p>Some experience of praise and feedback.</p>
<p><b>Taught Knowledge &amp; Skills:</b></p> <p>Working independently for short periods.</p>	<p><b>Taught Knowledge &amp; Skills:</b></p> <p>Showing a positive attitude to learning and trying new things.</p>	<p><b>Taught Knowledge &amp; Skills:</b></p> <p>Settling into class calmly and following routines.</p>	<p><b>Taught Knowledge &amp; Skills:</b></p> <p>Asking for help or to join in appropriately.</p>	<p><b>Taught Knowledge &amp; Skills:</b></p> <p>Naming and talking about feelings.</p>

	<p>Listening carefully to instructions and trying to follow them.</p> <p>Understanding the daily timetable and classroom expectations.</p> <p>Recognising the role of adults and following their guidance.</p> <p>Using classroom resources appropriately and tidying up after tasks.</p> <p>Beginning to use strategies like word banks or number lines to help learning.</p> <p>Staying in one place and focusing on tasks without constant reminders.</p>	<p>Using kind words and actions in the classroom.</p> <p>Understanding the importance of trying even when something is hard.</p> <p>Respecting classroom equipment and shared spaces.</p> <p>Listening to class expectations and showing interest in lessons.</p> <p>Managing feelings when not chosen or when things don't go as expected.</p>	<p>Accepting changes to plans without becoming upset.</p> <p>Staying in the classroom unless given permission to leave.</p> <p>Managing feelings when things go wrong (e.g. losing a game).</p> <p>Following playground and classroom rules.</p> <p>Using calming strategies when feeling overwhelmed.</p>	<p>Listening to others and waiting for a turn to speak.</p> <p>Playing cooperatively and resolving small disagreements.</p> <p>Showing kindness and empathy to peers.</p> <p>Respecting others' belongings and personal space.</p> <p>Building and maintaining friendships.</p>	<p>Asking for help when needed.</p> <p>Accepting praise and recognising achievements.</p> <p>Taking part in class discussions and sharing ideas.</p> <p>Trying new things even if unsure.</p> <p>Showing pride in work and effort.</p>
	<p><b>Subsequent Learning:</b></p> <p>Greater independence in learning tasks.</p> <p>Improved ability to follow routines and transitions.</p> <p>Readiness for more structured learning in upper KS2 and KS3.</p>	<p><b>Subsequent Learning:</b></p> <p>Increased motivation and willingness to participate.</p> <p>Improved classroom behaviour and engagement.</p> <p>Stronger foundation for learning in upper KS2 and beyond.</p>	<p><b>Subsequent Learning:</b></p> <p>More consistent behaviour across the school day.</p> <p>Greater ability to self-regulate in different settings.</p> <p>Readiness for increased independence in upper KS2.</p>	<p><b>Subsequent Learning:</b></p> <p>Stronger peer relationships and group participation.</p> <p>Improved social confidence and inclusion.</p> <p>Greater readiness for collaborative learning in upper KS2 and KS3.</p>	<p><b>Subsequent Learning:</b></p> <p>Increased self-confidence and emotional literacy.</p> <p>Greater resilience and willingness to take part.</p> <p>Readiness for personal goal-setting and reflection in upper KS2.</p>

This can be found in more detail below:

## 2.1 Template 1

### Science – PROGRAMME OF STUDY

### KEY STAGE KS2

KEY STAGE 3			
Prior learning	KS2 lower	KS2 Upper	
Taught content: Knowledge/Skills			

<b>Subsequent learning</b>			