

## 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><b>Assessment Areas</b></p> <p>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>

Art – PROGRAMME OF STUDY – KS4					
	 <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>
<b>Prior Learning</b>	Experience of structured primary classroom routines.  Introduction to independent tasks and group work.	Awareness of school rules and routines.  Some experience of subject-specific learning.	Understanding of basic behaviour expectations.  Experience of rewards and consequences systems.	Basic turn-taking and sharing.  Some experience of group work and play.	Basic emotional vocabulary and self-expression.  Some experience of praise and feedback.
<b>Taught Knowledge &amp; Skills</b>	Developing independence in completing short tasks.  Listening to and following multi-step instructions.	Developing a positive attitude to learning across subjects.  Understanding the purpose of learning and setting personal goals.	Managing emotions in different school contexts (e.g. corridors, lunch hall).  Accepting feedback and redirection calmly.	Building respectful peer relationships.  Communicating clearly and listening actively.	Identifying and naming emotions.  Asking for help and accepting support.

	<p>Understanding classroom routines and expectations across different subjects.</p> <p>Managing transitions between lessons and spaces (e.g. science lab, art room).</p> <p>Using planners, timetables, and checklists to stay organised.</p> <p>Building confidence in reading and numeracy to access the KS3 curriculum.</p> <p>Practising appropriate help-seeking and peer collaboration.</p>	<p>Respecting shared spaces and school property.</p> <p>Managing frustration and disappointment (e.g. not being chosen, getting things wrong).</p> <p>Using positive body language and tone in class.</p> <p>Showing curiosity and humour appropriately in learning.</p>	<p>Coping with changes to plans or routines.</p> <p>Following rules in group activities and games.</p> <p>Staying in designated areas and using time appropriately.</p> <p>Practising self-regulation strategies (e.g. breathing, time-out cards).</p>	<p>Managing personal space and physical contact.</p> <p>Showing empathy and supporting peers.</p> <p>Navigating friendship challenges and resolving conflicts.</p> <p>Participating in group tasks and discussions.</p>	<p>Taking risks in learning and coping with mistakes.</p> <p>Reflecting on strengths and areas for growth.</p> <p>Participating in class discussions and sharing ideas.</p> <p>Celebrating achievements and showing pride in work.</p>
<b>Subsequent Learning</b>	<p>Greater independence in navigating the school day.</p> <p>Improved engagement across a broader curriculum.</p> <p>Readiness for more complex tasks and assessments</p>	<p>Increased motivation and resilience.</p> <p>Stronger relationships with staff and peers.</p> <p>Greater readiness for KS4 expectations.</p>	<p>More consistent behaviour across the school day.</p> <p>Increased ability to self-manage in less structured settings.</p> <p>Readiness for greater independence and responsibility.</p>	<p>Improved peer collaboration and social confidence.</p> <p>Greater inclusion in group learning and social activities.</p> <p>Stronger sense of belonging in the school community.</p>	<p>Increased self-esteem and confidence in learning.</p> <p>Greater emotional literacy and resilience.</p> <p>Readiness to set and work towards personal goals.</p>