

Origins of the Curriculum

The SEMH (Social, Emotional and Mental Health) programme of study at Parkside Haven is informed by the *Readiness Scale*, originally developed by Rebecca Doyle (2001) and based on the earlier work of Jane McSherry (1999). It has been designed specifically for pupils in Alternative Provision to provide a structured, developmental rubric that addresses the emotional and behavioural barriers to learning that many face.

Progression is mapped across Key Stage 4 through a clear developmental profile, which tracks growth in five key domains: Skills for Learning, Approach to Learning, Self-Control and Behaviour Management, Social Skills, and Self-Awareness and Confidence. Learning is organised sequentially but with flexibility to revisit and reinforce key concepts through repeated practice and contextual learning opportunities, ensuring that the programme can meet students' varied starting points.

Beyond simply delivering curriculum content, the SEMH programme aims to equip pupils with the personal and social competencies needed to succeed in mainstream education, further training, or employment. It provides diagnostic insight, supports individual target setting (including ILPs and reintegration plans), and gives students the tools to regulate their emotions, manage their behaviour, and build resilience. The curriculum has been deliberately designed to respond to the realities of Alternative Provision—supporting rapid re-engagement, addressing gaps in prior learning, and offering flexibility for short-term or fractional placements.

Content and Sequencing

The fundamental areas in our SEMH curriculum are:

- **Skills for Learning**
- **Approach to Learning**
- **Self-Control and Behaviour Management**
- **Social Skills**
- **Self-Awareness and Confidence**

Learning objectives are organised across these five domains. Pupils develop foundational skills first—such as following instructions, understanding routines, and basic emotional literacy—before moving towards more advanced competencies like self-advocacy, resilience, and readiness for reintegration into mainstream or post-16 pathways.

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Key Stage 4 SEMH Policy



The intended curriculum covers all aspects necessary for students' social, emotional, and behavioural development within our setting. Where pupils are accessing the provision on a short-term or fractional basis, curriculum content may be refined to prioritise urgent individual needs and immediate reintegration goals.

Teaching is adapted through personalised targets, clear modelling, and consistent reinforcement of routines and expectations. Staff use structured interventions, therapeutic approaches, and flexible timetabling to respond to students' emotional regulation needs and ensure learning is meaningful and achievable.

Assessment and Outcomes

Assessment is embedded through regular use of the *Readiness Scale*. Formative assessment takes place via observation, discussion, checklists, and the scoring of specific developmental statements. This allows staff to track incremental progress within and across the five domains, providing a clear visual record of students' development over time.

Assessment data informs individual planning, intervention design, and reintegration decisions. It highlights both strengths and areas for further development, ensuring that targets remain relevant and achievable. Staff review this information regularly to adapt approaches and ensure students receive the right level of support.

The intended outcome is for all pupils to develop increased emotional literacy, behavioural consistency, and social confidence. Success is evidenced through improved readiness scores (with a threshold of 218 indicating readiness for reintegration), reduced incidents of dysregulation, improved relationships with staff and peers, and increased participation in structured learning.

SEMH and the Wider Curriculum

The SEMH programme directly supports pupils' Spiritual, Moral, Social and Cultural (SMSC) development by helping them to build self-awareness, make positive choices, and develop respectful relationships. It reinforces British Values through promoting respect, responsibility, tolerance, and the understanding of rules and consequences. Pupils learn to navigate group work, social rules, and appropriate conduct, which prepares them for participation in society.

Cultural capital is developed through explicit teaching of communication skills, emotional literacy, and appropriate social behaviours—skills that enable students to access wider opportunities in education and beyond.

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Reading is supported through structured tasks that develop the language needed to understand and express emotions, follow instructions, and participate in written reflections or target setting.

Finally, the SEMH programme equips pupils with the personal tools needed for life beyond school: independence, self-regulation, resilience, and the confidence to advocate for themselves. These skills underpin successful transitions into mainstream settings, further education, training, or employment.