**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)

| Assessment Areas | Scoring and Interpretation |
|---|---|
| The profile evaluates five key domains:<br>1. **Self-control and management of behaviour**<br>2. **Social skills**<br>3. **Self-awareness and confidence**<br>4. **Skills for learning**<br>5. **Approach to learning** | - **Maximum score**: 312<br>- **Threshold for reintegration readiness**: **218 (70%)**<br>- Scores can be plotted on a grid to visually track development.<br>- The profile highlights both **strengths** and **areas for further development**. |
| Each domain includes a set of statements scored on a **1–4 scale**:<br>- **1** = Rarely fulfils this criterion<br>- **2** = Sometimes fulfils this criterion<br>- **3** = Frequently fulfils this criterion<br>- **4** = Almost always fulfils this criterion | **Applications**<br>- Supports **diagnostic insight** into behavioural and emotional development.<br>- Informs **individualised planning** and **target setting**.<br>- Provides a **quantitative measure** to support reintegration decisions.<br>- Can be used **repeatedly over time** to monitor progress. |

| | SEMH – PROGRAMME OF STUDY – KS4 | | | | |
|---|---|---|---|---|---|
| | 🧠 **1. Skills for Learning** | 🎯 **2. Approach to Learning** | 🔒 **3. Self-Control and Behaviour Management** | 🤝 **4. Social Skills** | 🌟 **5. Self-Awareness and Confidence** |
| **Prior Learning** | Basic classroom routines and expectations.<br><br>Exposure to structured lessons and adult-led activities. | Awareness of classroom expectations.<br><br>Some experience of structured learning environments. | Exposure to behaviour expectations and consequences.<br><br>Some understanding of classroom rules. | Basic peer interaction and adult communication.<br><br>Some group work or play experience. | Basic emotional vocabulary.<br><br>Some experience of praise and feedback. |
| **Taught Knowledge & Skills** | Independent working strategies (e.g. task breakdown, time management). | Motivation and readiness to learn. | Managing emotions and behaviour in structured and unstructured times. | Turn-taking, sharing, and waiting. | Identifying and expressing emotions. |

| | | | | | |
|---|---|---|---|---|---|
| | Listening and following instructions.<br><br>Understanding classroom roles and routines.<br><br>Managing transitions and unstructured time.<br><br>Organising materials and using self-help strategies.<br><br>Literacy and numeracy confidence-building.<br><br>Responding appropriately to teacher requests and peer collaboration. | Positive communication and body language.<br><br>Understanding reintegration goals and personal targets.<br><br>Respect for school property and routines.<br><br>Managing disappointment and showing resilience.<br><br>Developing a positive attitude and sense of humour in learning. | Responding to discipline calmly and appropriately.<br><br>Coping with changes and disappointments.<br><br>Understanding and following social rules (e.g. games, group work).<br><br>Staying in designated areas and managing impulses. | Positive peer interaction and empathy.<br><br>Communication skills (asking, listening, responding).<br><br>Managing personal space and physical contact.<br><br>Hygiene and self-care independence.<br><br>Building and maintaining friendships. | Asking for help and accepting responsibility.<br><br>Risk-taking in learning and coping with failure.<br><br>Participating in discussions and group tasks.<br><br>Accepting praise and recognising achievements.<br><br>Building self-esteem and pride in work. |
| **Subsequent Learning** | Increased independence in mainstream settings.<br><br>Greater engagement in curriculum content.<br><br>Improved readiness for post-16 education or training. | Stronger engagement in lessons.<br><br>Improved relationships with staff and peers.<br><br>Greater emotional readiness for reintegration. | Greater behavioural consistency.<br><br>Increased trust and responsibility in mainstream settings.<br><br>Reduced incidents of dysregulation. | Stronger peer relationships.<br><br>Increased participation in group learning.<br><br>Improved social integration in school and beyond. | Greater self-advocacy and resilience.<br><br>Improved self-image and motivation.<br><br>Readiness for personal goal-setting and reflection. |